**Project PLACE** (**P**roject-approach to **L**iteracy **a**nd **C**ivic **E**ngagement)

Second Grade Geography and Literacy Project

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**Brochure about the Local Community  
Geography Project**

**Abstract**

In this 20-session interdisciplinary project, each student creates his or her own brochure that includes a map of several student-selected human and natural characteristics of the local community. The target audience for the brochure is people who are visiting or considering moving to the community. To reach that audience, brochures are given to a person or group that interacts with people considering visiting or moving to a community (e.g., the community’s visitors bureau, real estate agents, representatives from local chamber of commerce). Through the study of their community, students learn about the geographical concepts of human and natural characteristics, the ways humans both positively and negatively affect the natural environment, cultural diversity, movement (of people, goods, and ideas), and urban/suburban/rural environments. They also learn about land use: different purposes for land (e.g., residences, farming, industry, commercial). Students reinforce their understanding of these geographical concepts by examining similarities and differences between their community and another community. During the course of the project, as students create a detailed map of their community, they also develop skills in map construction and map reading (understanding and applying the following map features: key/legend, direction, distance, relative location, and scale). Students study state maps to locate their community and learn that it is part of a larger series of communities (e.g., county and state). Through developing the brochure, students develop their skill in reading informative/explanatory text and their skill in writing persuasive text.

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**Introduction to the Project**

**Session Format**

Each session follows a similar procedure. We believe the consistency will be helpful. The format is as follows:

1. Whole Group Instruction and Discussion (usually 10 minutes; an opportunity to generate student interest and excitement about the project as well as provide explicit teaching)
2. Guided Small Group or Individual Instruction (usually 20-30 minutes—this should be the longest part of the session, in which students have opportunities to work individually, in pairs, or in small groups)
3. Whole Class Review and Reflection (usually 10 minutes; an important time to clarify any confusions and to review key terms)

**Instructional Tips**

For some sessions, we suggest ways to enhance, modify, or extend sessions, in a box with the title, *Instructional Tips*.

**Bulletin Board**

If possible, devote a bulletin board, station, or area of wall space to this project. The purpose of a bulletin board is to enhance the learning experience of students, therefore, it is critical for students to be involved in creating the bulletin board. Throughout the project plans, we have indicated useful **artifacts** that can be added to the bulletin board. For example, you and your students could add **key terms** and their definitions (these might be written on sentence strips or printed out on strips of paper) used in the project to the bulletin board. **Graphics** could also be utilized to show the meaning of the concepts (e.g., a natural characteristic).

**Teaching during Transitions**

This project, like all the projects, introduces students to many new terms. We encourage you to have students review key terms on a regular basis. For example, when students line up for lunch or recess, if time permits, have partners quiz one another on the definitions and examples of economic terms. As another example, dismiss students individually to centers by asking volunteers to share definitions and examples of new terms. Integrating teaching into your transitions will help reinforce students’ understanding of the learning goals of this project.

**Before the Project Begins:**

1. A primary objective of this unit is for students to produce a brochure of their local community, complete with a detailed map and relevant student-selected natural and human characteristics. To support students’ investigation of authentic brochures, please collect and bring in brochures and maps from places you’ve visited. Ask students to bring brochures or maps from places they’ve visited as well.
2. Display a map of the community in the classroom that is easily viewable during whole group instruction.
3. Speak with person or representative of a group that interacts with people considering visiting or moving to a community (e.g., the community’s visitors bureau, real estate agents, representatives from local chamber of commerce) and ask whether he or she might be willing to distribute or display students’ completed brochures. Visitors or people considering moving to the area will become the audience for whom students write their brochures during the unit. Invite him or her to attend the celebration in Session 20 (you may need to get back to him or her about the specific date closer to the celebration).
4. Preview the **Materials** section of each session plan for materials that you may need to order or otherwise gather well in advance of the session. Of particular note for this unit is the need for three sets of brochures about communities. One set should all be about one community that is in your state but not in your county, for use beginning in Session 1. Another set include brochures from a variety of communities (each pair of students potentially getting a different community), also for use in session 1. The third set should all be about a community that is in a different state, for use in session 17. We suggest that you contact chambers of commerce or visitors bureaus for the first and third sets. For the second set listed/the variety set, many rest areas and hotels offer a variety of brochures about communities in the area.

**Target Michigan Grade Level Content Expectations (GLCEs)—Social Studies**

**2 – G1.0.2** Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction and scale.

**2 – G1.0.1** Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

**2 – G2.0.1** Compare the physical and human characteristics of the local community with those of another community.

**2 – G2.0.2** Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

**2 – G4.0.1** Describe land use in the community (e.g., where people live, where services are provided, where products are made).

**2 – G4.0.2** Describe the means people create for moving people, goods, and ideas within a local community.

**2 – G4.0.3** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

**2 – G5.0.2** Describe positive and negative consequences of changing the physical environment of the local community.

**College, Career, and Civic Life (C3) Framework**

**D2.Geo.8.K-2** Compare how people in different types of communities use local and distant environments to meet their daily needs.

**D2.Geo.9.K-2** Describe the connection between the physical environment of a place and the economic activities found there.

**D2.Geo.7.K-2** Explain why and how people, goods, and ideas move from place to place.

**D2.Geo.5.K-2** Describe how human activities affect the cultural and environmental characteristics of places or regions.

**D2.Geo.6.K-2** Identify some cultural and environmental characteristics of specific places.

**Target Common Core State Standards – Reading Standards for Informational Text**

**RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.2.4** Determine the meaning of words and phrases in text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Target Common Core State Standards – Writing**

**WRT.2.1** Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**WRT.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**WRT.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations).

In addition to the GLCEs and CCSS listed, this project addresses many of the Speaking and Listening CCSS even though they are not listed explicitly in the session plans. They are listed here for reference.

**Speaking and Listening**

**SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. **(**a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

(b) Build on others’ talk in conversations by linking their comments to the remarks of others

(c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Key Terms and Child-Friendly Definitions (Social Studies):**

**(please note that these definitions are geography-specific)**

**Community:** an area such as a city or town

**Compass rose:** a circle on a map that shows North, South, East, and West

**County:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)

**Direction:** where a place is located, often compared to where another place is (directional words include *above, below, left, right*; **cardinal directions** are North, South, East, and West)

**Distance:** how far apart places are

**Diversity:** difference among people, often about their experiences, the languages they speak, their religious beliefs, the foods they eat, and the traditions/holidays they celebrate

**Human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called *cultural characteristics*)

**Key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map

**Map:** a special kind of drawing that shows the parts of a place from a bird’s eye view

**Mile:** 5,280 feet, which takes about 15-20 minutes for most people to walk, or about one minute to drive on the highway

**Natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called *physical characteristics*)

**Relative location:** where a place is compared to another place, using words such as *next to, to the right of*, or using cardinal directions (e.g., the school is North of the train station)

**Route:** the path that people take to go from one place to another

**Scale:** a line on a mapthat stands for a longer distance; helps you measure how far away something is

**State:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States

**Symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map

**Transportation:** ways of moving people or goods from place to place

**Key Terms and Definitions (Literacy):**

**Author:** writer of a book, article or other text

**Brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures

**Boldface text:** bolded or darkened words within informational text that authors use to show readers certain words, phrases, or ideas that are important to understanding the text or appear in the glossary

**Caption:** words, phrases, or sentences that are separate from the running text and accompany a photograph or illustration; child-friendly definition: words that are in or near a picture that give information about that picture

**Index:** alphabetical listing of names and topics at the end of a text along with the page number(s) where that information is discussed; child-friendly definition: a place at the end of informational books that lists information from the book and page numbers where you can find that information

**Opinion:** what you think; your view

**Reason:** the ‘why’ of something, for example why someone holds a particular opinion or point of view

**Session 1**

**Introduction**

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| * **Session Objectives:** (1) Identify key characteristics of brochures; (2) Describe how their community is part of a county, and how both their community and county are part of a state; (3) Motivate creation of brochures about the local community * **GLCEs**: 2 – G2.0.2 Describe how the local community is part of the larger region (e.g., county, metropolitan area, state). * **C3**: D2.Geo.6.K-2 Identify some cultural and environmental characteristics of specific places. | | |
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| **Materials**   * brochure from another community in your state (we suggest you contact that community’s chamber of commerce or visitors bureau). The brochure should meet the following criteria (1) it seems to be written for the purpose of persuading people that this is a great community to visit and/or to which to move (rather than just seeming to be written to inform people about the community, with no persuasion), (2) it include some parts that seem like opinion and that seem like reasons to support the opinion, and (3) it include at least one natural and at least one human characteristic. * chart paper/whiteboard * brochures from a variety of communities—one per pair of students * state *map* (the state map should show counties) on display * Handout 1-A (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **county:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **state:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States |  | Whole Group Instruction and Discussion |
|  | 1. Introduce the terms *brochure* and *community*: Show students the *brochure*for the other community in your state and explain that it is a brochure. Ask students to tell you what they know or notice about brochures and their purpose. Lead the students in a discussion about how brochures about communities feature pictures, information, and, often, a *map*, and can help visitors or people considering moving to the community learn about the community. Define *community* as an area such as a city or a town.   ***Introducing Brochures***  *Brochures that include persuasive text and maps are examples of the type of brochure students will create in this unit, so make sure students have an opportunity to notice the format of these brochures and the kinds of persuasion and information they provide to readers.*   1. Encourage students to adopt the project: Mention a recent conversation with a person or group that interacts with people considering visiting or moving to a community (e.g., the community’s visitors bureau, real estate agents, representatives from local chamber of commerce) in which she/he/they indicated the need for a brochure about the local *community.* Then, say, “I wonder whether you might be able to make brochures of our community. You know a lot about the community, you live here, you could help people see what you like about this community, and you love to create things for people.” Prompt students to begin to think about what they like about their community; there will be time later in the session to share those things. Encourage students to take on the project goal as their own. 2. Model the components of a *brochure:* Using the model *brochure* (of the other community in your state) to point out key features, explain that students will get to have features that tell about things to do and places to go in the community, such as a map, images, and information. 3. Introduce the term *map* and *key/legend*: Explain that one thing visitors or people who are considering moving to the area need to know from a *brochure* is where the community is located. Show the *map* in the other community’s brochure and ask students how this map could help visitors or people considering moving to the area (please note that maps will be taught in depth in future sessions). Make sure to point out the map *key/legend* (which also will be taught in future sessions). 4. Discuss how a location is defined and identify student’s location including state and county: Explain that in students’ own *brochures*, they will need to tell readers the name of their community, what *county* it is in, and what *state* it is in. Briefly explain that people have divided up land in this country into smaller areas to make managing them easier. Explain that our country, USA, is divided into 50 states; each state is divided into many counties (e.g., there are 83 counties in Michigan), and that each county usually has several cities. Show your state map, and have students point out the location of your community and county. Then, on chart paper, write the name of the community, county, and state in the following format: [name of the community] is in [name of the county]. [Name of community] is in the state of [name of state]. Have students repeat this information orally. 5. Describe project rationale and introduce Handout 1-A: Explain to students that they will be able to make better *brochures* if they study brochures of other *communities*. Explain that they will study brochures of another community and record all the components they find on the brochure, such as a map or a legend, on Handout 1-A. |

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| **Instructional Tips**  *Keep on the Lookout:*  Bring in brochures and maps from places you’ve visited and ask students to bring in brochures from places they or their families have visited and display these for students to examine during choice/free time |  | Guided Small Group or Individual Instruction |
|  | 1. Support students’ work on the handout: Provide purposefully partnered (e.g., mixed-ability) pairs with one of the variety of *brochures* you collected from other *communities*. Using Handout 1-A, students determine whether the brochure contains certain components (e.g., maps, events, attractions, services, calendar of events, places to stay, etc.). Make clear that the brochures will not all have the same components. Students will be able to talk about components they would add to improve upon their brochure. |

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| Whole Group Review and Reflection |
| 1. Discuss the *brochures*: Ask the students to share key characteristics of the *brochures* they examined as well as what they learned about the cities from examining the brochures. Also ask them to share out elements that were missing from their brochures that would have been helpful to readers. Talk about whether and how the brochures made them want to visit or even move to the community (put another way, were the brochures persuasive and how?). 2. Brainstorm for the *brochure:* Have the students brainstorm places that might be important to include in the *brochures* of their local *community* for people from other places to learn about. You might ask, what makes [your community] special? What do you like to do in [your community]? What are some natural places people might want to visit? What are some places or things that people created or built that others might want to visit? Remind students of the person or group (e.g., real estate agent) that will get the brochures to their intended audience. |

Handout 1-A

1. What does your brochure have in it?

2. What do you think should be added to the brochure?

3. How would adding these things help readers want to visit or move to this place?

**Session 2**

**What are Maps?**

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| * **Session Objectives:** (1) Examine and interpret symbols used in map keys/legends; (2) Use an index to locate information in a text * **GLCEs**: 2 – G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction and scale. * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS:** R.1.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area; RI.2.5Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; RI.2.6Identify the main purpose of a text, including what the author wants to answer, explain, or describe; RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |
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| **Materials**   * *Map Keys* by Rebecca Olien (one per small group) * Handout 2-A (one per small group) | | |

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| **Key Terms**  **author:** writer of a book, article or other text  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map  **index:** alphabetical listing of names and topics at the end of a text along with the page number(s) where that information is discussed; child-friendly definition: a place at the end of informational books that lists information from the book and page numbers where you can find that information |  | Whole Group Instruction and Discussion |
|  | 1. Introduce *map*: Ask students to recall what is included in *brochures* about *communities*. Guide them in understanding that one thing that is often included is a *map*, and explain that the brochures they will create of the local community will also have a map. Each student will get to show on a map the location of the places they choose in their community. They will choose places that might lead others to want to visit or move to the community. Note that the person who is going to get the students’ brochures to their intended audience (e.g., real estate agent) will likely be very happy to see a map of this interesting community in each brochure. Ask students to share what they know about maps (e.g., times when they or their families have used a map, what you might find on a map, or perhaps, books or movies they have seen that featured maps). 2. Review what a *map* is: Review with students that a *map* is a special kind of drawing that shows the parts of a place from a bird’s eye view. As needed, explain what a bird’s eye view is. Explain the uses of maps: they help show people how to get to places and they also show people what big areas of the Earth look like. Ask students why it would be good to have a map of a *community* in a *brochure* about a community 3. Introduce *key/legend*: Explain that you have a book about an important part of maps: the map *key*, or map *legend* (you can explain that *key* and *legend* mean the same thing, and you can use these terms interchangeably). 4. Read and infer: Read *Map Keys* aloud to the students. As you read, pay particular attention to helping students figure out how to infer the meaning of certain words in the book (e.g., *trail* on page 20) based on the context and the pictures. 5. Review the *index* and model its use: When you get to the end of the book, recall with students that the book is called *Map Keys* and some map keys have shapes. Tell students you’d like to go back and reread what the *author* said about using shapes in a map key. Tell students you don’t remember what page that information was on. Tell students that you can use the index of the book to find it. Explain that an index tells readers on what pages to find certain information in the book. Model how to find the word “shapes” and corresponding page number in the index. Then turn to the appropriate page and read about map keys with shapes. Explain that a map *key/legend* helps you read the map because it tells you what the different *symbols* (in this case shapes) on the map mean. Explain that a map key/legend is an important part of the map they will include in their brochure. |

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| **Instructional Tips**  *Center Activity***:** Set out blank paper, rulers, and crayons for students to create maps of their bedrooms, classroom, or house. |  | Guided Small Group or Individual Instruction |
|  | 1. Students read and complete handout: Have students re-read *Map Keys* in carefully-chosen small groups and answer questions (on Handout 2-A) that are also asked in the book in order to learn more about what they will need to include in the map keys they will make for their own maps.   ***Supporting Productive Small Group Work***  *If you think that your students might have difficulty working together on the small group activity, be sure to model not only how to complete the activity (i.e., completing Handout 2-A), but also how to collaborate with others on the activity. To do this, you could invite a group of students (possibly including students who sometimes have trouble working collaboratively) to work with you to read the text and complete the handout. As you model with the small group, point out positive examples of the ways students are collaborating with one another.* |

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| Whole Group Review and Reflection |
| 1. Review and display key concepts, brainstorm examples: Ask students to share the main purpose of the text: to teach readers about map *keys*. Help them understand that talking about different types of *symbols* was a detail the *author* added to help us learn more about ways that map keys might differ depending on the map. Review with the students the meanings of the map concepts: *keys/legends* and *symbols*. Write these words and their definitions on chart paper for future reference. Review different types of symbols sometimes included in maps based on their small group work (e.g., pictures of things we know, shapes, lines). Brainstorm examples of symbols that could be used if someone were to create a map of your classroom or school. For example, you might have a long rectangle symbol to show where the lockers are located, or a water bottle to show where water fountains are located. 2. Review project: Remind students that they get to create their own *brochure* that will include a *map* (with *symbols* and a *key/legend*) that will help visitors or people considering moving to the area better understand the unique features of your *community* and why your community is great. |

Handout 2-A

To help you get ready to make your own map for your brochure, answer the following questions using the book *Map Keys*.

1. On page 8, what is the symbol for the swings? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Look at page 16. What do the small orange circles mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Look at page 18. What color is the park on the map? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Look at page 22. What do the dotted lines mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Look at page 16. How many picnic tables are on this map? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. There is another name for a *map legend*. Do you remember what it is? Look at the title of the book to help.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Look at the index. What page has information about weather maps? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Think of something you will put on your map of your community. Write it. Draw the symbol you might use.

**Session 3**

**Mapping our Community**

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| * **Session Objectives:** (1) Identify important features on a map; (2) Create a map key with two symbols on brochure maps; (3) Use an index to locate information about symbols * **GLCEs**: 2 – G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made); 2 – G4.0.3: Use components of culture (e.g., experiences, foods, language, religion, traditions) to describe diversity in the local community. * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS**: RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |
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| **Materials**   * map of the local community; map should include a map scale and a compass rose and be sized such that students will be able to place different human and natural characteristics on the map * brochure map with map key (one per student) * blank 11” x 22” paper, folded into thirds on short sides, for brochure (one as an example) * *Map Keys* (one copy) * pencil (one per student) * blue colored pencil/marker/crayon (one per student) * computer with internet access to examine the map of your local community | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **compass rose:** a circle on a map that shows North, South, East, and West  **county:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)  **direction:** where a place is located, often compared to where another place is (directional words include *above, below, left, right*; **cardinal directions** are North, South, East, and West)  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **index:** alphabetical listing of names and topics at the end of a text along with the page number(s) where that information is discussed; child-friendly definition: a place at the end of informational books that lists information from the book and page numbers where you can find that information  k**ey/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic)  **state:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States  **symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map |  | Whole Group Instruction and Discussion |
|  | 1. Review project and *brochures*: Hold up a blank *brochure* and remind students of their class project: create a brochure to convince visitors or people considering moving to the area that the local *community* is a great place to visit or live. Ask students to recall the way they will reach this audience with their brochures (e.g., through a real estate agent). Ask students to recall common features of brochures about communities (e.g., maps, images, captions) and things that might be included in brochures to try to persuade people to visit or even move to the community (e.g., events, places to visit, services).   ***Building Motivation For and Through the Project***  *By giving students the opportunity to remind* ***you*** *of the purpose and audience for their brochures, you are continuing to help foster in them a sense of ownership over the project. Ownership over the project—including an awareness of the purpose and audience for which they are writing—can help motivate students to do the hard work of researching topics, drafting and revising their writing, and creating a polished final product.*   1. Review and discuss *maps county, state.* Introduce *human characteristics* and *natural characteristics*: Show students a *map* of the local community. Remind students of the *county* and *state* your community is in. Explain that today they will begin working on the *map* for their *brochures*. Examine the map of the local community with the students to find features they will want to include in their maps. Help students point out the following characteristics: *symbols, labels, key/legend*. If these are missing from their maps, discuss how this might pose problems for people using the maps. Also point out items on the map that are *human characteristics* (e.g., roads, businesses, residences, public services) and *natural characteristics* (e.g., waterways and landforms), noting that maps include things created by people and things that exist in nature (please note that natural and human characteristics will be taught in greater depth in upcoming sessions). 2. Review finding *symbols* by using the index: Place *Map Keys* on a projector (or hand out copies to small groups) so that everyone can see the text. Ask students to recall what the book was about. Explain that students will begin making their *map* *keys* today. The first thing students will need to decide is which *symbols* to add to their map keys. Say, “I want to review the types of symbols I can use in my map. Is there a place in this book I can look that tells me where I can information on symbols?” Guide students to the index at the back of the book, and model how to find pages in the index that talk about different kinds of symbols, including pictures (p. 11, 13, 23), colors (pp. 19, 23), lines (pp. 21, 23), and shapes (p. 15). Have students read particular sentences to the class on those pages that highlight how symbols can be pictures of things we know, as well as shapes, lines, or colors. Use the illustrations for support. 3. Introduce *map* and explain task: Show students the *map* that will be used in their *brochure*. Explain that this is a map of their local *community*, but that it doesn’t have much on it yet. Their job today will be to start to add *symbols* of places to make the map useful. Later on, they will get to add symbols of places each of them have chosen to feature in their community to make others want to visit or even move to the community. 4. Introduce *compass rose* and *direction*: Point out the *compass rose*on the map**.** Explain that N, S, E, and W stand for North, South, East, and West. Explain that these are called *directions*. Sometimes we use words like up, down, beneath, above, to describe where things are. However, on *maps*, we use the words North, South, East, and West. Ask children to share a time they have heard these words. Help them connect these examples to the purposes of cardinal directions. 5. Introduce *map key*: Show students the blank *map key* on the right side of the *map* that will be used in their *brochure*. Explain that today everyone will find their school on the map, draw a *symbol* to show where it is located, and add the symbol to the map key. |

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| Guided Small Group or Individual Instruction |
| 1. Introduce students to the *brochure map*: Pass out students’ *brochure maps* (which include the blank map key) and provide them time to create their own map *key/legend* with the school *symbol* and label, as well as time to add the school symbol to the appropriate place on their map. 2. Support student activity: Circulate to provide support as needed. |

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| Whole Group Review and Reflection |
| 1. Review with the students the importance of map *keys/legends*: Review how the *symbols* tell us where things are located and the labels tell us what the symbols mean. Discuss how students’ *maps* of the local *community* will be helpful for visitors or people considering moving to the area who are reading the brochures. 2. Share *maps:* Seek volunteers to share their *maps*. Tell students that in future sessions they will each get to choose some things to put on their maps to make others want to visit or even move to the community. |

**Session 4  
The What and Where of Human Characteristics**

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| * **Session Objectives:** (1) Identify human characteristics in the local community * **GLCEs**: 2 – G4.0.1:Describe land use in the community (e.g., where people live, where services are provided, where products are made); 2 – G4.0.3: Use components of culture (e.g., experiences, foods, language, religion, traditions) to describe diversity in the local community; 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions; D2.Geo.8.K-2: Compare how people in different types of communities use local and distant environments to meet their daily needs; D2.Geo.9.K-2: Describe the connection between the physical environment of a place and the economic activities found there. * **CCSS**: RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text | | |
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| **Materials**   * hardcopy map of the local community—one for whole group instruction * hardcopy map of the local community (one per pair of students) OR if you have access to a computer lab or several computers with internet access, you can also have Google Maps of the local community on six computers—prior to the session, load a Google Map of your local community, and center the map on your community’s downtown (if applicable), where “Street Views” are generally available * pencil—one per pair of students * Handout 4-A * large chart paper to post in the room (prior to the session, create a t-chart with the words *human characteristics* on the left-side heading and *natural characteristics* on the right-side heading. Cover the headings with large post-its). | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **diversity:** difference among people, often about their experiences, the languages they speak, their religious beliefs, the foods they eat, and the traditions/holidays they celebrate  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms |  | Whole Group Instruction and Discussion |
|  | 1. Review previous activity and *map* contents: Review with students their work in session 3: beginning their brochure map *key/legend* with *symbols* and labels to show where the school and *natural characteristics* are located. Remind students these maps will go inside the *brochures* they will make so that visitors or people considering moving to the area can learn about the variety of things to do and see in their *community*. The maps will include both things created by people and things that exist in nature. 2. Review a local *map*: Show students a *map* of the local *community*. Say, “Look at all of this space. There are lots of different ways all this space is used in our community and in other communities.” Explain to students some of the different ways space is used: farms that grow food for us to eat; industry or places that build/design things like cars or toys; commercial buildings (i.e., places that sell things); or residences (i.e., places where people live). As you share the different ways space can be used, ask students to share any examples they know of. For example, after you explain that some space is used for farming, ask for students to share whether they have been to a farm and what they saw there. (Note: if it students have trouble with the concept of space use in the community, you could first talk about space or “land use” in your classroom). 3. Introduce *human characteristic*s: Explain that some of the space in students’ local community is created by humans, such as bridges, roads, and buildings. Point out the school students added to their maps in session 3, explaining that this is a *human characteristic* because people created it. Explain that there are many benefits of building human characteristics, such as providing students a place to live and go to school. Discuss the negative effects that building human characteristics can have on the natural environment (e.g., loss of trees and habitats of animals, increased pollution). 4. Introduce *natural characteristics*: Tell students they will first select two human characteristics to write about and add to their brochure map. Then, they will later select and write about characteristics that are not made by humans, called *natural characteristics*.      1. Model how to locate *human and natural characteristics* using *symbols* on a *map*: If you are using the hard copy *map* of the local *community*, point out items on the *map* that are *human characteristics* (e.g., restaurants, grocery stores, religious institutions, hospitals, community centers, factories, transportation centers). Model how to look at the *symbol* and then refer to the map *key/legend* to see what the symbol means. Distinguish between symbols representing human and *natural characteristics*, reminding students that today they are focusing on human characteristics. Or, if you have a computer with Internet access and a projector, show students a Google Map of your community, pointing out your school and any other landmarks they may know. Show students how to transfer between the map and Street View: (1) click on a place on the map; (2) in the box that pops up, click on “Street View;” (3) click on the arrows to move the view 360 degrees to show the surroundings of the place; (4) click on the X in the right-hand corner to return to the map. Note that not all places on the map have the Street View option available (for example, your school may not viewable as Street View). 2. Explain student activity: Explain that students will work in small groups to examine *maps* just like you did. They will create a list of *human characteristics* in their local *community* (e.g., restaurants, grocery stores, religious institutions, hospitals, community centers, factories, transportation centers). |

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| Guided Small Group or Individual Instruction |
| 1. Introduce students to Handout 4-A: Distribute a *map* of the local *community* (or use computers or I-pads with Google Maps) and Handout 4-A to partners or small groups of three. Students should work together to identify *human characteristics* in their community using the maps. They then add these characteristics to Handout 4-A. Remind students to record as many human characteristics as possible, taking special note of which human characteristics they might want to choose to add to their own brochure. 2. Extra activity for students who finish early: For groups that finish early, ask them to talk about which two *human characteristics* they plan to add to their *maps* and why they think visitors or people considering moving to the area would want to go there. What makes those places so fun or special? If students have computers, allow them time to explore the local *community* more in depth using Google maps. |

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| Whole Group Review and Reflection |
| 1. Make a t-chart and fill-in *human characteristics* as a class: Bring students together. On the large chart paper prepared as a t-chart, uncover the left-side heading (i.e., human characteristics) and ask student groups to share examples of *human characteristics* from the local *community*, both ones on their maps or ones they thought were missing. Record these on the left side of the t-chart. (The *natural characteristics* will go on the right side of the chart in later sessions.) If the list is not diverse in terms of including different restaurants that serve food of different ethnic groups or in terms of different kinds of religious institutions, add a few examples to the list and help students understand that their community has different kinds of restaurants and religious institutions. Explain that another word for difference is *diversity*, and that diversity often refers to difference in the experiences people have had, languages people speak, their religious beliefs, the foods they eat, and the traditions/holidays they celebrate. Help students understand that *diversity* is good for the community (note: the concept of diversity will be revisited in subsequent sessions).   ***Looking Ahead***  *In a future session you will complete the second side of the t-chart for “natural characteristics.” Keep the chart on display and leave the right side covered until then.*   1. Choral read the list with students and ask students to think about what to include: Choral read the list of *human characteristics* in the local *community* with students. Ask them to think about which two items on the list they will want to add to their *brochure*. These should be places that students think visitors or people considering moving to the area should go to when coming to their community and/or places they think are important to the community. If time permits, ask volunteers to share one item on the list they plan to add to their brochures, discussing why people would want to visit it. |

Handout 4-A

Look at your community map.

What are some things built by **humans**?

Write as many as you can.

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Think of some **human characteristics** of your community that are not on the map. Write those on the back of this paper.

When you finish, talk about which things you want to add to your map.

Why do you think visitors or people considering moving to the area should go there?

**Session 5**

**Mapping Human Characteristic #1 and #2**

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| * **Session Objectives:** (1) Recognize various human characteristics in the local community; (2) Create a map with a symbol and label for a local human characteristic * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions; D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * students’ brochure maps—one per student (from session 3) * blank 11” x 22” paper, folded into thirds on short sides, for brochure (one as an example) * t-chart of human characteristics (from session 4) * community map displayed with symbols of the human characteristics on your t-chart placed in their appropriate locations on the map ***Please note: This will require some preparation*** | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map |  | Whole Group Instruction and Discussion |
|  | 1. Review *brochure* project: Show students a blank *brochure* and remind students of their class project: to create brochures for visitors or people considering moving to the area that will be distributed by the person or group you talked with (e.g., a real estate agent). Emphasize that the purpose of these brochures is to convince readers that the local *community* is a great place to visit or live. 2. Review *map* components and *human characteristics*: Discuss with students the types of things they will put on their brochure maps: things from nature and things that humans created. Review the concept of *human characteristics* with students and the list generated during session 4, reminding students that they will select two human characteristics from this list to place on their brochure map. Please note: If a student wants to choose a human characteristic/place that is not yet on the list, please welcome the student to add it to the list, as we want each student to be excited about the places he/she chooses. 3. Review *symbols* and *key/legend* and model how to include a *human characteristic* on a map: Select a *human characteristic* from the list as a model for students. Talk about your reasoning behind your choice (e.g., you think this place is a reason why your community is so great and think every visitor would enjoy visiting it). Say, “How can I show visitors or people considering moving to the area where they can find XXX in the community? What do I need to put on my brochure map?” Review the concept of *symbols* and a map *key/legend*. Then, model for students how to draw the symbol of your selected human characteristic for the map key/legend and the map. Remind students that the book *Map Keys* explained that symbols can be pictures of things we know, shapes, colors, or lines. Draw one symbol in the map key/legend. Label your symbol in the map legend. Draw the other symbol on the map and discuss your thinking about where it belongs. Say something like, “I know the bus station belongs here because it is on the corner and is right next to the school.” 4. Review the steps to include a *human characteristic* on a map: Explain that students will now select two *human characteristics*, just like you just did, add the *symbols* to their *map* and map legend, and then label them. Remind students that the human characteristics they select should be places they think others will want to visit. The places on their map should show why their community is a great place to visit. Review the steps you just modeled:   (1) Select one human characteristic.  (2) Draw one symbol in your map legend.  (3) Label the symbol in your map legend with words.  (4) Draw the same symbol on your map in the appropriate location.  (5) Repeat this process with a second human characteristic.   1. Have students choose a *human characteristic*: Give students a moment to select their first *human characteristic* by reading over the list and asking for a “thumbs up” to show who will write about which human characteristics. 2. Provide a model: Explain that, if students are uncertain of the location of their chosen *human characteristic*, they can find its location on your model *map*. (Post this model where everyone can see it.) If you have access to computers with Internet, students may also use Google Maps as a resource. If most of the human characteristics are in the downtown area, show the class where downtown is on their maps. Circulate among students to provide support as needed. Note: because the students’ maps are small, and because only major roads are shown, their placement of the *symbols* will mostly likely need to be approximate. |

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| **Instructional Tips**  *Keep on the Lookout***:**  If you have students who are struggling with mapping, gather those students into a small group for more scaffolded work. Have students work together with your help. |  | Guided Small Group or Individual Instruction |
|  | 1. Support students’ work on their *maps*: Give students time to work on their *maps* independently. Circulate among students to provide support as needed.   ***Managing Time During the Session***  *After students have had considerable time to work, it is okay to bring the whole class back together even if some students have not completed the task. It is important to allow time at the end of the session for students to share their maps and see what others have done.* |

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| Whole Group Review and Reflection |
| 1. Share *maps* with the class: Bring students together with their *maps*. Share some of students’ maps with the whole group. Remark on things students did well, such as including a label for each symbol in their map key. *Please help students understand that these human characteristics are important to the community and that these human characteristics make their community a great place to visit.* Also reinforce how these maps will be very helpful to people who read the brochures students will make because they will show readers where great *human and natural characteristics* are located in the *community*. |

**Session 6**

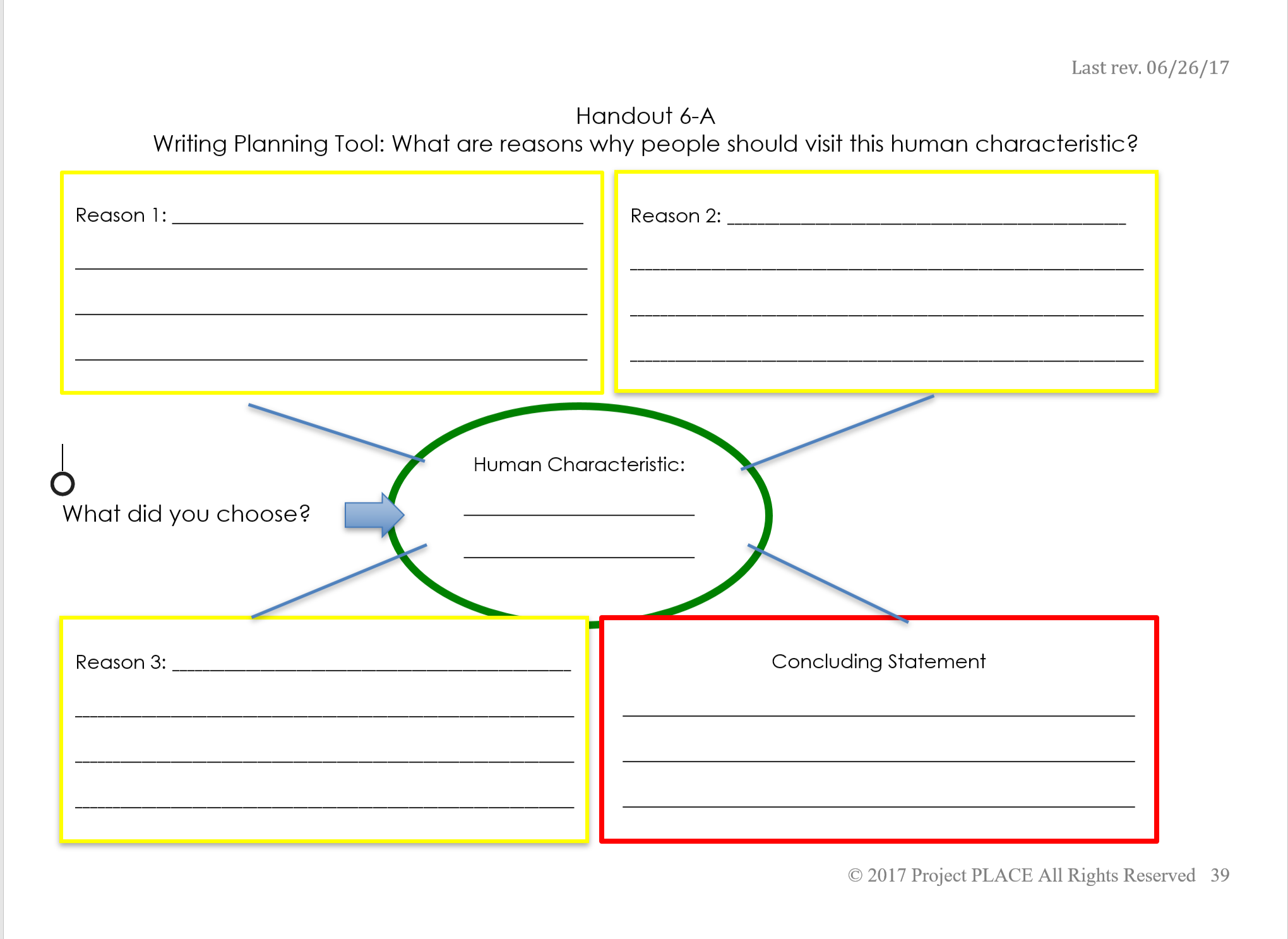
**Planning Writing About Human Characteristic #1**

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| * **Session Objectives:** (1) Recognize various human characteristics in the local community; (2) Write a persuasive text about the local community. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * Enlarged version of Handout 6-A to create the teacher model of the writing planning tool * Handout 6-A * pencil—one per student | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **reason:** the ‘why’ of something, for example why someone holds a particular opinion or point of view |  | Whole Group Instruction and Discussion |
|  | 1. Review *human characteristics*: Remind students of their work in session 5: selecting two *human characteristics* for their brochure. 2. Review the purpose of *brochure*: Explain that today students will brainstorm what they know about one of the *human characteristics* they selected and why people thinking of moving to the *community* or people visiting might want to go there. Remind students that the purpose of the *brochure* is to convince people that their community is a great place to visit and live, so the places they include on their *map* and write about in their brochure should be places there are good reasons to visit. 3. Introduce students to Handout 6-A: Show students the enlarged version of Handout 6-A (a writing planning tool) for all students to see. Walk through and model how to complete this sheet with students, including what *reasons* are. Make clear that it includes the topic (i.e., the selected *human characteristic*) in the center and three reasons people should visit this place, as well as the concluding statement. (Note: the writing planning tool is color coded as a reminder of which parts come first (green), second (yellow), and last (red) in the final draft. Make students aware of this support.) |

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| **Instructional Tips**  *Keep on the Lookout***:**  Consider pulling students for conferencing while others write during this time. |  | Guided Small Group or Individual Instruction |
|  | 1. Support students’ work on Handout 6-A: Give students time to work on their writing planning tool independently. Circulate among students to provide support as needed. If needed, encourage students to conduct research to find out more possible reasons to visit a place (e.g., from a business’s website).   ***The Importance of Planning Writing***  *Planning is an important part of writing, and a struggle for some students. In addition to engaging students to use a planning tool in this project (Handout 6-A, 8-A, 11-A, and 13-A) for this particular project, look for other occasions when students could use a similar writing planning tool. Work to get students to a point where they are inclined to use a planning tool on their own without prompting.* |

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| Whole Group Review and Reflection |
| 1. Share student work: Bring students together with their writing planning tools (Handout 6-A). Share some of students’ writing planning tools with the whole group. Remark on things students did well, such as providing a good reason for why others would want to visit. *Please help children understand that these human characteristics are important to the community.* Encourage students to add to their own writing planning tool during this time based on what their classmates have done. |

Note: in the event that Handout 6-A is not displaying properly, please see the screen shot below for how it should be formatted. 

Handout 6-A

Writing Planning Tool: What are reasons why people should visit this human characteristic?

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Reason 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What did you choose?

Concluding Statement

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Reason 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Session 7**

**Writing About Human Characteristic #1**

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| * **Session Objectives:** (1) Recognize various human characteristics in the local community; (2) Write persuasive text about the local community. * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions. * **CCSS:** WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * teacher-created writing planning tool (from session 6) * lined paper or digital devices (if writing is to be completed digitally) for student drafts of human characteristic #1 * each student’s completed copy of Handout 6-A (from session 6) * pencil (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **opinion:** what you think; your view  **reason:** the ‘why’ of something, for example why someone holds a particular opinion or point of view  **Instructional Tips**  *Keep on the Lookout***:**   * Consider pulling students for conferencing while others write during this time. |  | Whole Group Instruction and Discussion |
|  | 1. Review *human characteristics*: Remind students of their work in session 6: brainstorming all they know about one *human characteristic* on their *map* and thinking about why others should visit it. 2. Model example writing planning tool: Show the example writing planning tool (created in session 6) for everyone to see. Read over the various elements of your model, noting how it tells what the characteristic is, gives three details about the characteristic, and explains why people would want to visit it. 3. Model writing a description: Model for students how to write a description for the *brochure* by using information from this writing planning tool. Walk students through each part of the writing, from the introductory statement with *opinion* (e.g., Skatetricity Skating Center is a fun place to visit) to the three reasons why people should visit (e.g., people can go roller skating, which many people enjoy) to the concluding statement (e.g., everyone who likes to have fun on skates should visit Skatetricity Skating Center!). When you discuss the three reasons people should visit, explain that writers use words like “and,” “because,” and “also” to show that these words connect their reasons to their opinion that this human characteristic is a good place to visit. Bold these words in your example or write them in a different color. 4. Diagram your model description: When drafting, diagram your description by drawing a square of a different color around each section (to match the writing planning tool colors) and labeling it (e.g., introduction, reasons, concluding statement). Be clear to verbalize your thinking as you write. Your draft might look something like:  |  |  | | --- | --- | | Skatetricity Skating Center is a fun place to visit. | Introduction with *Opinion* | |  |  | | People can go roller skating, which many people enjoy, **and** get delicious snacks when they are hungry. They can **also** get exercise by roller skating. It is also great **because** children can have birthday parties there. | *Reasons* | |  |  | | Everyone who likes to have fun on skates should visit Skatetricity Skating Center! | Concluding Statement | |

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| Guided Small Group or Individual Instruction |
| 1. Support students as the work on descriptions: Pass out lined paper or digital devices and allow students time to write a description of their chosen *human characteristic* using their planning guides and your model as support. Students should write in pencil. Circulate among students to provide support as needed.   ***Supporting All Writers***  *To assist students who need extra writing support, you might consider:*   * *Providing a personalized word bank for students to use* * *Asking students to orally rehearse what they want to say before writing it down* * *Providing sentence starters*  1. Highlight examples from student work: Stop students once during writing to highlight effective things certain students have written that you’d like others to emulate. Also, if needed, stop to review anything you see many students struggling with. For example, students may revert to writing a personal narrative; you will want to emphasize that the type of writing we need for our *brochures* for visitors or people moving to the *community* is not telling a story but rather is giving and supporting our opinion about why this characteristic is a great place to visit. |

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| Whole Group Review and Reflection |
| 1. Share student work: Share some of the pieces students wrote with the entire class. Point out effective aspects of their work or writing behaviors. When applicable, point out how a particular place is important to the community. Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to read them (e.g., a real estate agent) Session 1 will be when they see the great *brochures* students are making. |

**Session 8**

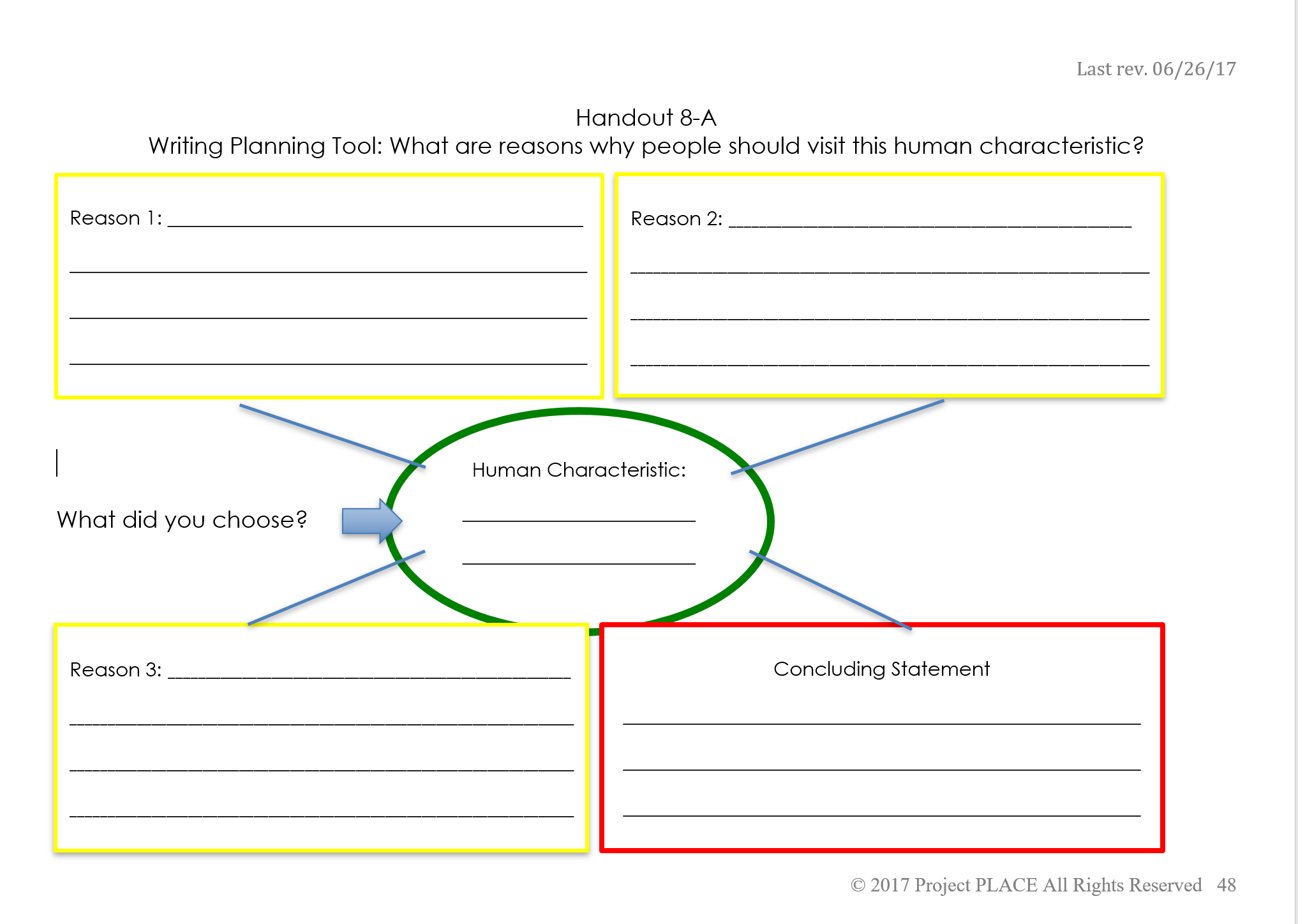
**Planning Writing About Human Characteristic #2**

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| * **Session Objectives:** (1) Recognize human characteristics in the local community; (2) Write persuasive text about the local community. * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * teacher-created writing planning tool (from session 6) * students’ writing about human characteristic #1 with written feedback: In pencil, write in spellings and punctuation to be corrected. Use sticky notes for more substantive feedback. ***Please note: This will require preparation.*** * blank 11” x 22” paper, folded into thirds on short sides, for brochure—one per student * Handout 8-A (from session 8—one per student) * pencil (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics)  **reason:** the ‘why’ of something, for example why someone holds a particular opinion or point of view  **Instructional Tips**  *Keep on the Lookout***:**   * Consider pulling students for conferencing. |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Remind students of the class project: to create *brochures* for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is to convince readers that this *community* is a great place to visit or live. 2. Share student work: Share some of the pieces students wrote with the entire class that you did not share in session 7. Point out effective aspects of their work or writing behaviors (e.g., wrote a convincing concluding statement that made readers want to visit). When applicable, point out how a particular place is important to the *community*. 3. Review Handout 6-A: Explain that today students will begin to brainstorm about their second chosen *human characteristic* and why people would want to visit it. Walk students through the enlarged version of Handout 6-A from session 6 (a writing planning tool), including what *reason* means, as a reminder of what this brainstorming session entails. 4. Explain teacher feedback: Before you release students to plan their writing about their second *human characteristic*, explain that you provided feedback on students’ writing about their first human characteristic. Show an example with your penciled in edits and sticky notes. Note that you helped with spellings and punctuation by writing in pencil what students should change, and sometimes you left sticky notes with things to think about. Note that you know the students will want to show their very best work for the audience (which you should name explicitly). Explain that when students finish their brainstorm about human characteristic #2 today, they get to write a version of human characteristic #1, revised based on teacher feedback, directly into their *brochure*. Show students where in the brochure to place their writing about human characteristic #1, leaving a blank brochure with this spot noted for students’ reference later in the session. |

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| Guided Small Group or Individual Instruction |
| 1. Support student work: Give students time to work on their writing planning tool independently. Circulate among students to provide support as needed. If needed, encourage students to conduct research to find out more possible reasons to visit a place (e.g., from a business’s website). 2. Students revise and write 1st *human characteristic* into brochure: When students finish, they should write a version of human characteristic #1, revised based on teacher feedback, directly into their *brochure*. As students revise, pull small groups of students in need of more significant feedback to support their revisions.   ***Supporting Struggling Writers***  *Some research suggests that having a specific purpose for writing leads students to make more revisions. Remind students of the project purpose and audience to help motivate their work. Consider teaching a strategy such as COPS (Capitalization, Overall Appearance, Punctuation, Spelling) to support struggling students to go through rounds of revision and editing with their writing.* |

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| Whole Group Review and Reflection |
| 1. Share student work: Bring students together with their writing planning tools (Handout 8-A) and *brochures* with revised writing about *human characteristic* #1. Share some of students’ work with the whole group. Remark on things students did well, such as carrying out additional research to provide ideas for reasons to visit a place. Also note effective revisions you saw. *Please help children understand that these human characteristics are important to the community.* Encourage students to add to their own writing planning tool during this time based on what their classmates have done. If you noticed that most of the selected human characteristics selected today are in the downtown area (if applicable for your community), show the class (or review with them) where downtown is on their maps. |

Note: in the event that Handout 8-A is not displaying properly, please see the screen shot below for how it should be formatted. 

Handout 8-A

Writing Planning Tool: What are reasons why people should visit this human characteristic?

Reason 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What did you choose?

Concluding Statement

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Reason 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Session 9**

**Writing About Human Characteristic #2**

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| * **Session Objectives:** (1) Write persuasive text about the local community; (2) Recognize human characteristics in their local community * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions. * **CCSS:** WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * teacher-created writing planning tool (from session 6) * teacher-created model writing (from session 7) * lined paper or digital devices (if writing is to be completed digitally) for writing drafts of human characteristic #2 * each student’s completed copy of Handout 8-A (from session 8) * pencil—one per student | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **human characteristic:** parts of a place that were made or created by humans (e.g., bridges, roads, and buildings AND language, culture, food, and religions) (note: the latter is also called cultural characteristics) |  | Whole Group Instruction and Discussion |
|  | 1. Review previous work: Remind students of their work in session 8: brainstorming about a second *human characteristic* for their brochure map. 2. Review example writing planning tool, teacher-created model writing, and words for connecting opinion to reasons. Show the example writing planning tool (created in session 6) for everyone to see and review how you moved from the writing planning tool to the writing in the *brochure*. Walk students through each part of the writing, from the introductory statement (e.g., Skatetricity Skating Center is a fun place to visit) to the three reasons why people should visit (e.g., people can go roller skating) to the concluding statement (e.g., everyone who likes to have fun on skates should visit Skatetricity Skating Center!). When you discuss the three reasons to visit, review that writers use words like “and”, “because”, and “also” to show that these words connect their reasons to their opinion that this *human characteristic* is a good place to visit. Point out the bolded words in your example for students to use as a model later in the session. 3. Remind students to address mechanical issues. If you found particular mechanical errors (e.g., no punctuation; misspelling of no-excuse words) in students’ writing about *human characteristic* #1, remind students to review today’s writing (*human characteristic* #2) after drafting to check for these issues. |

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| **Instructional Tips**  *Keep on the Lookout:*  If particular students struggled with writing about human characteristic #1, consider working with them in a small group to support areas in which they are struggling. |  | Guided Small Group or Individual Instruction |
|  | 1. Support student work in writing a description: Pass out lined paper or digital devices and allow students time to write a description of their chosen *human characteristic* using their planning guides and your model as support. Students should write in pencil. Circulate among students to provide support as needed. Provide support with content, revisions and editing during this time.   ***Supporting Students in Writing for a Purpose and Audience***  *Prompt students to think about the purpose and audience for their writing. What might sound especially unusual, interesting, or exciting to someone who is thinking about visiting or moving to their community?.*   1. Highlight student work: Stop students once during writing to highlight effective things certain students have written that you’d like others to emulate. Also, if needed, stop to review anything you see many students struggling with. For example, students may revert to writing a personal narrative; you should emphasize that the type of writing we need for our brochures for visitors or people moving to the *community* is not telling a story but rather is giving and supporting our opinion about why this place/characteristic is a great place to visit. |

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| Whole Group Review and Reflection |
| 1. Share student work: Share some of the pieces students wrote with the entire class. Point out effective aspects of their work or writing behaviors (e.g., included a persuasive concluding statement). When applicable, point out how a particular place is important to the *community*. Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to read them (e.g., a real estate agent) Session 1 will be when they see the great *brochures* students are making. |

**Session 10  
 The What and Where of Natural Characteristics**

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| * **Session Objectives:** (1) Identify natural characteristics in the local community * **GLCEs**: 2-G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made); 2-G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place; 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community. * **C3**: D2.Geo.9.K-2: Describe the connection between the physical environment of a place and the economic activities found there; D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions. * **CCSS**: RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe. | | |
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| **Materials**   * hard copy map of the local community—one for whole group instruction * hard copy map of the local community (one per small group) * pencil—one per small group * Handout 10-A—one per small group * t-chart with the words *human characteristics* on the left-side heading and *natural characteristics* (still covered with a large post-it) on the right-side heading (from session 4) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Review with students their project: to create brochures for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is convince readers that this *community* is a great place to visit or live. Remind students that they already added two human characteristics to their map and explained them in writing. 2. Introduce *natural characteristics*: Explain that not all characteristics of a community are made by humans. There are also *natural characteristics*. Explain that natural characteristics include bodies of water like lakes, rivers, streams, marshes, waterfalls, as well as landforms such as mountains, hills, and valleys. Remind students about the natural characteristic students added to their *maps* in session 3, explaining that this is a natural characteristic because people did not create it. If time permits, you could remind students that people can both negatively and positively affect natural characteristics. For their *brochures*, explain that students will each highlight two natural characteristics to write about. 3. Explain and describe *natural characteristics* in the *community*: Explain that there might not be as many *natural characteristics* in your *community* as there used to be. Although building schools, houses, and businesses is important for the community, there are also some negative consequences. Review with students some of the negative consequences that might occur with natural characteristics when people build up their communities (loss of trees and natural habitats of animals, increased pollution). Then, ask students to share the ways community members can improve the natural environment. Guide them in understanding that activities such as recycling, taking public transportation, and cleaning up the public spaces and rivers, lakes, and so on can help improve the natural environment. 4. Model and provide examples of *natural characteristics* on a *map*: Using a *map* of the local *community*, point out items on the map that are *natural characteristics* (but don’t point out too many, as the students will be examining the maps in small groups). Model how to look at the *symbol* and then refer to the map *key/legend* to see what the symbol means. Distinguish between symbols representing human and natural characteristics, reminding students that today they are focusing on natural characteristics. 5. Introduce Handout 10-A: Explain to the students that they will be working in small groups to examine maps of the local *community* just as you have modeled for the students. They will create a list of *natural characteristics* in the local community. In later sessions, they will each choose two characteristics from this list to feature in their brochure.   ***Supporting Productive Discussions***  *Some students may need additional explicit instruction or reminders about how to collaborate productively with others (e.g., listening to others, making contributions, sharing materials). While circulating, look for opportunities to provide such instruction or reminders as needed.* |

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| Guided Small Group or Individual Instruction |
| 1. Support student work on Handout 10-A: Distribute a *map* of the local *community* and Handout 10-A to small groups of students. Students should work together to identify *natural characteristics* in the community using the map. They then add these characteristics to Handout 10-A. Remind the students to record as many natural characteristics as possible, taking special note of which natural characteristics they might want to add to their own *brochure*. 2. Activity for groups who finish early: For groups that finish early, ask them to talk about which *natural characteristic* they plan to add to their *maps* and why they think visitors or people considering moving to the area would want to go there. Students might also explore maps of the local *community* or other communities with natural resources using Google maps with I-pads or computers (if available) when they finish. |

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| Whole Group Review and Reflection |
| 1. Fill in the second half of a t-chart with *natural characteristics*: Bring students back together. On the large chart paper prepared as a t-chart, uncover the right-side heading (i.e., *natural characteristics*) and ask student groups to share examples of natural characteristics from the local *community* included in their *brochures* or that they think should have been included. Record these on the right side of the t-chart. (The *human characteristics* are already on the left side of the chart.) 2. Choral read the chart and ask students to think about their *brochure*: Choral read the list of natural characteristics in the *community* with students. Ask them to think about which two items on the list they will want to add to their brochure. These should be places that students think visitors or people considering moving to the area should go to when coming to their community, and/or places they think are important to the community. If time permits, ask volunteers to share one item on the list they plan to add to their brochures, discussing why people would want to visit it and why it is important to the community. |

Handout 10-A

Look at your community map.

What are some **natural characteristics** on the map?

Write as many as you can.

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Think of some **natural characteristics** that are not on the map. Write those on the back of this paper.

When you finish, talk about which things you want to add to your map.

Why do you think visitors or people considering moving to the area should go there?

**Session 11**

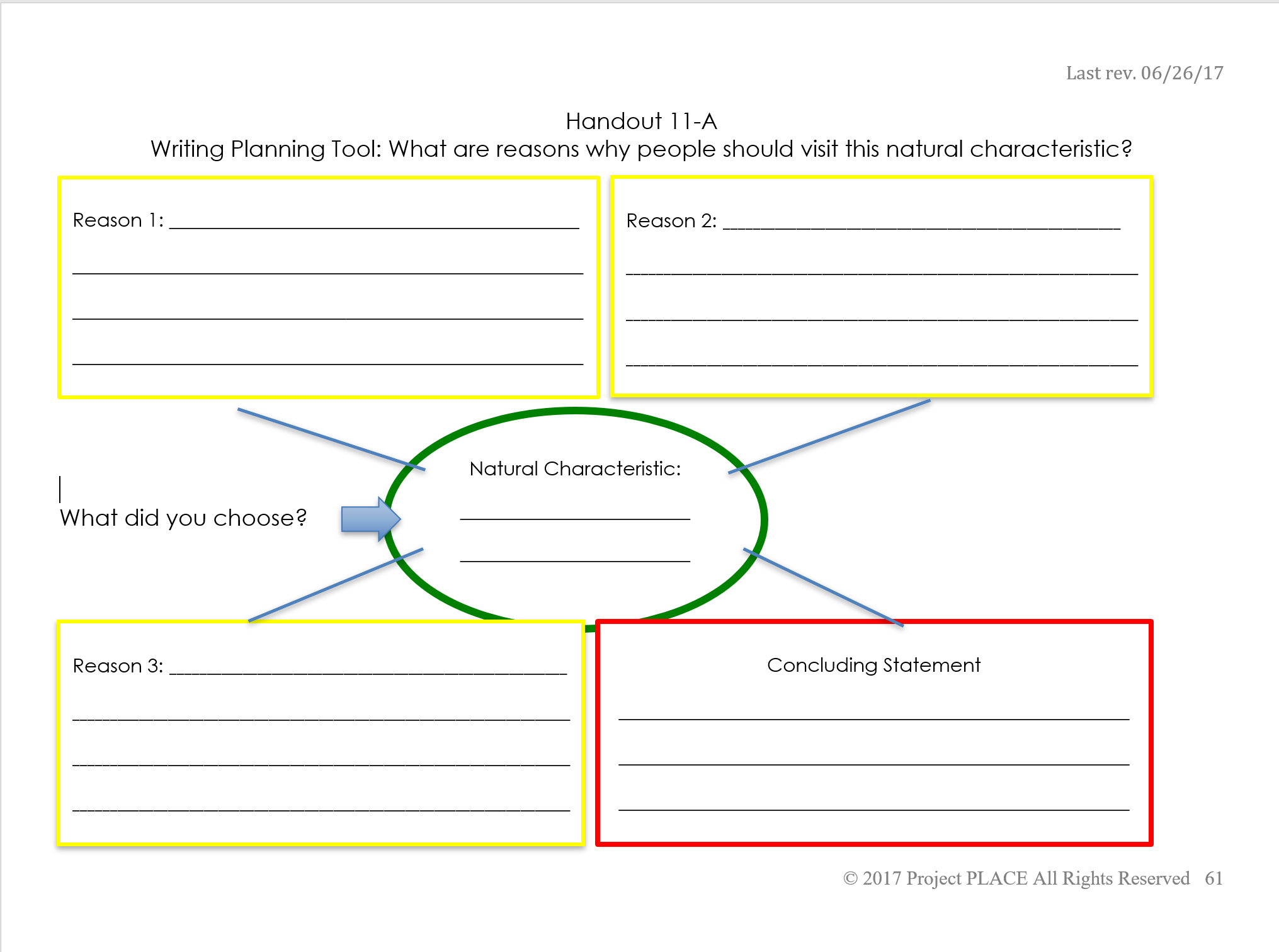
**Mapping and Planning Writing About Natural Characteristic #1**

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| * **Session Objectives:** (1) Recognize various natural characteristics in the local community; (2) Create a map with a symbol and label for local natural characteristics; (3) Write persuasive text about the local community. * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places; D2.Geo.8.K-2: Compare how people in different types of communities use local and distant environments to meet their daily needs. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * t-chart of natural characteristics (from session 10) * community map displayed with symbols of the natural characteristics on your t-chart placed in their appropriate locations on the map ***Please note: This will require some preparation*** * students’ brochure maps—one per student * Enlarged version of Handout 11-A to create the teacher model of the writing planning tool for natural characteristics * Handout 11-A (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **symbols:** images that stand for a place or a human or natural characteristics; they are on the maps themselves and in the key/legend of a map |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Remind students of class project to create *brochures* for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is to teach readers about the local *community* and convince them that this is a great place to visit or live. Share some of the students’ maps that you have not previously shared. Point out effective aspects of their *maps* (e.g., clear *legend/key*). 2. Review *natural characteristics* and the list on the t-chart: Discuss with students that although they have things that humans created in their *brochures*, they also need to include things from nature because visitors or people new to the *community* often enjoy these aspects of the community. Review the concept of *natural characteristics* with students and the list generated during session 10, reminding students that they will select two natural characteristics to place on their brochure map from this list. 3. Model choosing and adding a *natural characteristic* to the map: Select a *natural characteristic* from the list as a model for your students. Talk about your reasoning behind your choice (e.g., you think this place is a reason why your community is so great and think every visitor would enjoy visiting it). Say, “How can I show visitors or people considering moving to the area where they can find XXX in the *community*? What do I need to put on my brochure map?” Review the concept of *symbols* and a map *legend/key*. Then, review for students how to draw the symbol of your selected natural characteristic for the map key/legend and the map. Remind students that the book *Map Keys* explained that symbols can be pictures of things we know, shapes, colors, or lines. Label your symbol in the map legend. Draw the other symbol on the map and discuss your thinking about where it belongs. Say something like, “I know the lake belongs here because it is near my house and there is an outline of it on the map already.” 4. Explain student task: Explain that, just like you did, students will add one *symbol* to their *map* and map *legend* and then label it so that people reading their *brochures* will know where things are located. Then, students will brainstorm what they know about this *natural characteristic* and why people thinking of moving to the *community* or people visiting might want to go there. Remind students that they should select natural characteristics they think others will want to visit. 5. Review the writing planning tool process and introduce Handout 11-A: To review the writing planning process, show students the enlarged version of Handout 11-A (the writing planning tool). Review how to complete this sheet with students by modeling its completion about a particular natural characteristic (one from another community or one you are sure students would not select). (Note: as before, the writing planning tool is color coded as a reminder of which parts come first (green), second (yellow), and last (red) in the final draft. Make students aware of this support.) 6. Review the steps for independent work before releasing students:   (1) Select one *natural characteristic*.  (2) Draw one *symbol* in your map *legend*.  (3) Label the symbol in your map legend with words.  (4) Draw the same symbol on your map in the appropriate location.  (5) Complete the writing planning tool for the first natural characteristic. |

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| **Instructional Tips**  *Keep on the Lookout***:**  If you have students who are struggling with mapping, gather those students into a small group for more scaffolded work. Have students work together with your help. |  | Guided Small Group or Individual Instruction |
|  | 1. Support student work: Give students time to add one *natural characteristic* to their *maps* and then work on their writing planning tool independently. Circulate among students to provide support as needed. If needed, encourage students to conduct research to find out more possible reasons to visit a place (e.g., from the local parks and recreation website). |

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| Whole Group Review and Reflection |
| 1. Share student work: Bring students together with their maps and writing planning tools. Share some of students’ work with the whole group. Remark on things students did well, such as including a label for each *symbol* in their map *key*. *Please help children understand that these human characteristics are important to the community and reasons why their community is a great place to visit.* |

Note: in the event that Handout 11-A is not displaying properly, please see the screen shot below for how it should be formatted. 

Handout 11-A

Writing Planning Tool: What are reasons why people should visit this natural characteristic?

Reason 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What did you choose?

Concluding Statement

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Reason 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Session 12**

**Writing About Natural Characteristic #1**

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| * **Session Objectives:** (1) Write persuasive text about the local community. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * teacher-created writing planning tool (from session 11) * lined paper or digital devices (if writing is to be completed digitally) for writing drafts of natural characteristic #1 * students’ writing about human characteristic #2 with written feedback: In pencil, write in spellings and punctuation to be corrected. Use sticky notes for more substantive feedback. ***Please note: This will require preparation.*** * student brochures with section on human characteristic #1 included (one per student) * pencil (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic)  **opinion:** what you think; your view  **reason:** the ‘why’ of something, for example why someone holds a particular opinion or point of view |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Remind students of their class project to create *brochures* for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is to teach readers about the local *community* and convince them that this is a great place to visit or live. 2. Model using the writing planning tool to create writing: Show the example writing planning tool (created in session 11) for everyone to see and model how you would move from the writing planning tool to the writing in the *brochure*. Remind students of each part of this writing, from the introductory statement (e.g., Cadillac Lake is a great place to visit) to the three reasons to visit to the concluding statement (e.g., everyone who likes water will want to visit Cadillac Lake!). Please note: When you discuss the three reasons to visit, review that writers use words like “and,” “because,” and “also” to show that these words connect their reasons to their opinion that this *human characteristic* is a good place to visit. Point out the bolded these words in your example for students to use as a model later in the session. 3. Diagram your written description using your model: When drafting your model, diagram your description as you did in session 7 by drawing a square of a different color around each section (to match the writing planning tool colors) and labeling it (e.g., introduction, reasons, concluding statement). Be clear to verbalize your thinking as you write. Your draft might look something like:  |  |  | | --- | --- | | Cadillac Lake is a great place to spend the day. | Introduction with *Opinion* | |  |  | | People can rent kayaks **and** swim in the water. They can **also** buy paddle boards and paddle all day. It is great **because** even the little kids have a special water area to play. | *Reasons* | |  |  | | Everyone who likes water will want to visit Cadillac Lake! | Concluding Statement |  1. Explain that feedback has been provided and explain activity: Before you release students to do their writing for their first *natural characteristic,* explain that you provided feedback on students’ writing about their second *human characteristic*. Remind students that you helped with spellings and punctuation by writing in pencil what students should change, and sometimes you left sticky notes with things to think about. Explain that when students finish their draft on lined paper or screen about natural characteristic #1 today, they will then write a version of human characteristic #2, revised based on teacher feedback, directly into their *brochure*. If you found particular mechanical errors (e.g., no punctuation; misspelling of no-excuse words) in students’ writing about human characteristic #2, remind students to review today’s writing (*natural characteristic #1*) after drafting to check for these issues. |

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| **Instructional Tips**  *Keep on the Lookout***:**  If particular students struggled with writing about human characteristics, consider working with them in a small group to support areas in which they are struggling. |  | Guided Small Group or Individual Instruction |
|  | 1. Support student activity: Pass out lined paper or digital devices and allow students time to write a description of their chosen *natural characteristic* using their planning guides and your model as support. Students should write in pencil. Circulate among students to provide support as needed. You might consider providing support with revisions and editing during this time. 2. Student rewrite second *human characteristic* based on feedback while conferencing occurs: When students finish, they should write a version of second human characteristic, revised based on teacher feedback, directly into their *brochure*. As students revise, pull small groups of students in need of more significant feedback to support their revisions. 3. Stop work and provide feedback and examples to students: Stop students once during writing to highlight effective things certain students have written that you’d like others to emulate. Also, if needed, stop to review anything you see many students struggling with. |

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| Whole Group Review and Reflection |
| 1. Share student examples: Share some of the pieces students wrote with the entire class. Point out effective aspects of their work or writing behaviors. When applicable, point out how a particular place is important to the community. Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to reach them (e.g., a real estate agent), will be when they see the great *brochures* students are making. |

**Session 13**

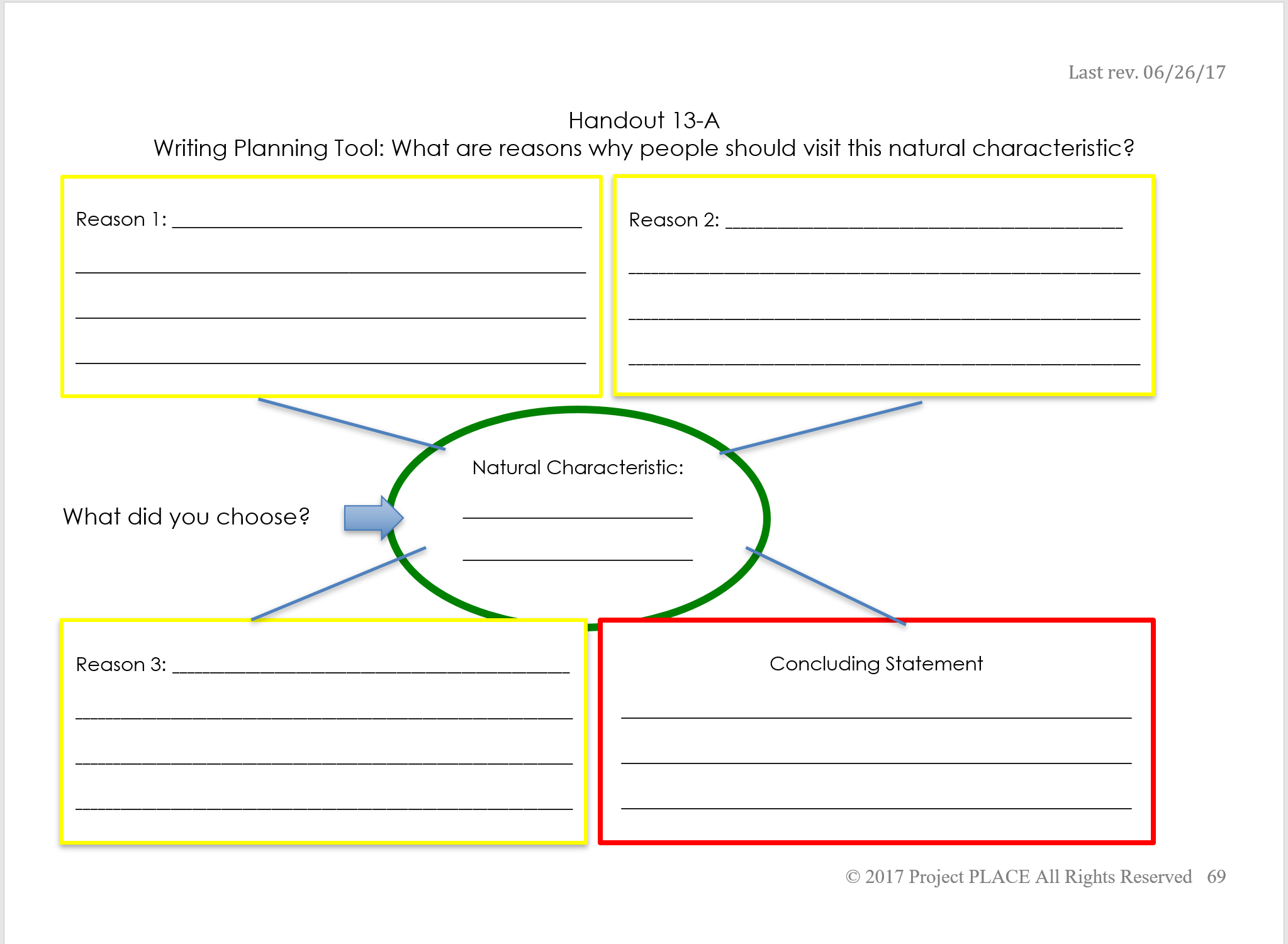
**Mapping and Planning Writing About Natural Characteristic #2**

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| * **Session Objectives:** (1) Recognize various natural characteristics in the local community; (2) Create a map with a symbol and label for a local natural characteristic; (3) Write persuasive text about the local community. * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * t-chart of natural characteristics (from session 10) * community map displayed with symbols of the natural characteristics on your t-chart placed in their appropriate locations on the map (from session 11) * teacher-created writing planning tool (from session 11) * students’ brochure maps—one per student * Handout 13-A (one per student) | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic)  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **symbols:** images that stand for a place or a human or natural characteristics; they are on the maps themselves and in the key/legend of a map |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Remind students of their class project: to create *brochures* for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is to convince readers that this *community* is a great place to visit or live. Share some of the students’ *maps* that you have not previously shared. Point out effective aspects of their maps (e.g., careful placement of *symbols*). 2. Review *natural characteristics* and the list on the t-chart. Explain to students that today they will select an additional *natural characteristic* to put on their *map*. Review the concept of natural characteristics with students and the list generated during session 10, reminding students that natural characteristics are parts of a place that are not made by humans, such as bodies of water and landforms. 3. Review steps and brainstorm: Review the steps students will follow to add the second *natural characteristic* to their *map* and then brainstorm about why people should visit that place. Emphasize how the map will help readers know where the natural characteristic is located.   (1) Select a second natural characteristic.  (2) Draw one *symbol* in your map *legend*.  (3) Label the symbol in your map legend with words.  (4) Draw the same symbol on your map in the appropriate location.  (5) Complete the writing planning tool for your second natural characteristic. |

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| Guided Small Group or Individual Instruction |
| 1. Support student work on Handout 13-A: Pass out students’ maps and Handout 13-A. Give students time to work on their *maps* and writing planning tool independently. Circulate among students to provide support as needed. If needed, encourage students to conduct research to find out more possible reasons to visit a place (e.g., from a local parks and recreation website). 2. Stop work and highlight student examples: Stop students once during mapping and writing to highlight effective things certain students have written that you’d like others to emulate. Also, if needed, stop to review anything you see many students struggling with.   ***Preparing Students to Share Their Work***  *As you work with students on their writing, be on the lookout for students who can share a variety of effective features of writing at the end of the session. As you help students who are having difficulty with their writing, consider asking them to share the parts of their drafts that you worked on with them. By doing so, you can help enable all students to have the opportunity to share effective aspects of writing with their classmates.* |

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| Whole Group Review and Reflection |
| 1. Share student work: Bring students together with their *maps* and writing planning tools. Share some of students’ work with the whole group. Remark on things students did well, such as including a label for each *symbol* in their map *key*. *Please help children understand that these human characteristics are important to the community and reasons why their community is a great place to visit.* Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to read them (e.g., a real estate agent), will be when they see the great *brochures* students are making. |

Note: in the event that Handout 13-A is not displaying properly, please see the screen shot below for how it should be formatted. 

Handout 13-A

Writing Planning Tool: What are reasons why people should visit this natural characteristic?

Reason 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reason 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What did you choose?

Concluding Statement

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Reason 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Session 14**

**Writing About Natural Characteristic #2**

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| * **Session Objectives:** (1) Write persuasive text about the local community; (2) Recognize natural characteristics in their local community * **GLCEs**: 2 – G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS:** RI.2.6 Identify main purpose of text, including what the author wants to answer, explain or describe; WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * teacher-created writing planning tool (from session 11) * teacher-created model writing (from session 12) * lined paper or digital devices (if writing is to be completed digitally) for writing drafts of natural characteristic #2 * students’ writing about natural characteristic #1 with written feedback: In pencil, write in spellings and punctuation to be corrected. Use sticky notes for more substantive feedback. ***Please note: This will require preparation.*** * student brochures (one per student) * pencil (one per student) | | |

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| **Key Terms**  **author:** writer of a book, article or other text  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms (note: also called physical characteristic) |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Remind students of their class project to create *brochures* for visitors or people considering moving to the area. Emphasize that the purpose of these brochures is to convince readers that the local *community* is a great place to visit or live. 2. Review writing planning tool and how to connect reasons to an opinion: Show the example writing planning tool (created in session 11) and writing (from session 12) for everyone to see and briefly show how you moved from the writing planning tool to the writing in the *brochure*. Ask students to walk through each part of the writing with you, from the introductory statement (e.g., Cadillac Lake is a great place to visit) to the three reasons to visit with keywords (“and”, “because”, and “also”) to the concluding statement (e.g., Everyone will want to visit Cadillac Lake!). NOTE: when you discuss the three reasons and keywords, remind students that *authors* use these words to connect their reasons to their opinion that this *natural characteristic* is a good place to visit. 3. Explain the feedback was provided and for students to address mechanical issues: Before you release students to do their writing for their second *natural characteristic,* explain that you provided feedback on students’ writing about their first natural characteristic, just as you have in previous sessions. Remind students that you helped with spellings and punctuation by writing in pencil what students should change, and sometimes you left sticky notes with things to think about. Explain that when students finish their draft on lined paper or screen about natural characteristic #2 today, they will write a version of natural characteristic #1, revised based on teacher feedback, directly into their *brochure*. If you found particular mechanical errors (e.g., no punctuation; misspelling of no-excuse words) in students’ writing about natural characteristic #1, remind students to review today’s writing (natural characteristic #2) after drafting to check for these issues. |

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| **Instructional Tips**  *Keep on the Lookout***:**  If particular students struggled with writing in past sessions, consider working with them in a small group to support areas in which they are struggling. |  | Guided Small Group or Individual Instruction |
|  | 1. Support students’ work writing a description using planning guide and model: Pass out lined paper or digital devices and allow students time to write the section on their second chosen natural characteristic using their planning guides and your model as support. Students should write in pencil. Circulate among students to provide support as needed. You might consider providing support with content, revisions, and editing during this time. 2. Students revise and rewrite based on feedback: When students finish, they should write a version of natural characteristic #1, revised based on teacher feedback, directly into their *brochure*. As students revise, pull small groups of students in need of more significant feedback to support their revisions. |

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| Whole Group Review and Reflection |
| 1. Share student work: Share some of the pieces students wrote with the entire class. Point out effective aspects of their work or writing behaviors (e.g., included a persuasive concluding statement). When applicable, point out how a particular place is important to the *community*. Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to reach them (e.g., a real estate agent), will be when they see the great *brochures* students are making. |

**Session 15  
Mapping Our Community: Map Scales**

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| * **Session Objectives:** (1) Understand the purpose of scale on a map; (2) Determine distance between locations using a map scale; (3) Review compass rose and direction. * **GLCEs**: **2-G1.0.2:** Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale. * **C3**: D2.Geo.6.K-2 Identify some cultural and environmental characteristics of specific places. * **CCSS:** RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area; RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |
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| **Materials**   * *Map Scales* by Mary Dodson Wade—1 copy for each small group * ruler—1 for each small group * inch-long paper clips—about 20 for each small group (or other object appropriate to the scale that is included on students’ brochure maps) * Handouts 15-A—1 for each student * students’ brochure maps—one per student | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **compass rose:** a circle on a map that shows North, South, East, and West  **direction:** where a place is located, often compared to where another place is (directional words include above, below, left, right; **cardinal directions** are North, South, East, West)  **distance:** how far apart places are  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **mile:** 5,280 feet, which takes about 15-20 minutes for most people to walk, or about one minute to drive on the highway  **relative location:** where a place is compared to another place, using words such as next to, to the right of, or using cardinal directions (e.g., the school is North of the train station)  **scale:** a line on a mapthat stands for a longer distance; helps you measure how far away something is  **symbols:** images that stand for a place or human or natural characteristics; they are on the maps themselves and in the key/legend of maps |  | Whole Group Instruction and Discussion |
|  | 1. Introduce *distance*: Explain to students that when people use their *brochures* to learn about the *community* and where the *human* and *natural characteristics* are on the *map*, they need to know how to find these characteristics. They also often need to know how far apart places are, which is called *distance*. 2. Introduce *scales*: Explain that because *maps* represent much larger areas, the *distances* between places on the *map* are actually much smaller than the distances between real places in the *community*. Maps have *scales* to show us the distance between places “in real life.” Point out the scale on one of the student’s brochure maps. 3. Introduce *miles*: Explain to students that *distance* on *maps* is usually measured in *miles* (note that students are not expected to understand that miles are 5,280 feet, but help students understand how long a mile is by explaining that it takes about 15-20 minutes for most people to walk a mile, or about 1 minute to drive a mile on the highway). 4. Read book and model how to use a map *scale*. Tell students that you have a book about *maps, scales, distance,* and *miles.* Read the book *Map Scales* to the class. While reading highlight how scales are used to measure distances between locations in the book. On pages 4 and 5, model how readers can use the image of the labeled map scale to figure out what a map scale means. Note that scales differ between maps (some show distance in miles and some show distance in feet), but all scales help you use measurement to figure out the distance between places. Help students make connections to measuring they have done in math lessons (e.g., using rulers). Also review the main purpose of this text and how readers know this was the main purpose. 5. Model how to measure using different objects: Tell students that rulers are usually used to measure the *distance* between places on a *map*, but other things, such as unifix cubes, pencils, or paperclips, can also be used. Model for the students how to measure the distance between places on a map using paperclips (or another object that is appropriate to the scale for students’ brochure maps). First, compare the paper clip to the *scale* to show that they are the same length: one inch. Then, select two places on the map and show how to line up the paper clips, end to end, to determine the distance between places. If the distance is not a whole number (e.g., if it is 3.5 miles), and if students have a hard time with the concept of ½, suggest to students that they determine whether the distance is closer to one number or the other (i.e., rounding up or down, and explain that when people use maps, they often round up or down when explaining how many miles away a place is). 6. Introduce Handout 15-A and review compass rose and direction: Show students Handout 15-A and explain that they will measure the *distance* between two sets of places on their brochure maps. Review the concepts of *compass rose* and *direction*, discussed in session 3. Note that students will also learn to determine what *direction* one place is from another using *relative location*. Model how to answer the questions using one of the student’s maps. |

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| **Instructional Tips**  *Keep on the Lookout***:**  Suggest that students ask their families if they use maps, and if so, to point out map features such as scales. |  | Guided Small Group or Individual Instruction |
|  | 1. Support student work on handout: Divide the class into small groups and distribute Handout 15-A and 20 paper clips (or other tool appropriate for the scale on students’ brochure maps) for each small group. Students will also need their brochure maps. Circulate among the groups to help as needed. 2. Have students read together and support struggling students: When groups have completed Handout 15-A, distribute the book *Map Scales* and one ruler per group. Have students read the book together pages 22-31, using the ruler when necessary. As needed, pull together and provide additional support to a small group of students who are struggling.   ***Supporting All Readers in Reading Informational Texts***  *The purpose of having students reread and discuss parts of this text is to provide all students with a supported opportunity to “read and comprehend grade-level informational texts” (CCSS RI.2.10). If some students have trouble reading the text, you might encourage their group to try choral reading (or echo reading, if you are there to support that) so that every member of the group is able to participate.* |

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| Whole Group Review and Reflection |
| 1. Share student examples: Have a few volunteers share the *distances* between locations on their *maps*. 2. Review concepts and relate to project: Review with students the reason why *scales* and *compass roses* are used on *maps* (to show accurate *distance* among locations on maps and to show direction on maps). Ask students to discuss why the scale and compass rose (already) on their brochure maps will help visitors or people considering moving to the area understand the distances between locations as well as their relative locations. |

Handout 15-A

Use your community map to answer the following questions about distance and direction.

1. Point to a human characteristic on your map.
   1. Name of the human characteristic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. How many paperclips are between it and your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. How many miles are between it and your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. What direction do you go to get from your school to the human characteristic (North, South, East or West)?

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1. Point to a natural characteristic on your map.
   1. Name of the natural characteristic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. How many paperclips are between it and your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. How many miles are between it and your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. What direction do you go to get from your school to the natural characteristic? (North, South, East or West)?

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**Session 16  
How do People, Goods, and Ideas Move in our Community?**

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| * **Session Objectives:** (1) Describe various means of transportation; (2) Recognize that people take routes to move themselves and goods within the community; (3) Determine distance between locations using a map scale; (4) to identify means people use for movement of ideas within the community. * **GLCEs**: 2-G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale; 2-G4.0.2: Describe the means people create for moving people, goods, and ideas within a local community. * **C3**: D2.Geo.7.K-2: Explain why and how people, goods, and ideas move from place to place; D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions * **CCSS:** RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | |
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| **Materials**   * *Get Around* by Nell K. Duke—1 copy for each small group * ruler—1 for each small group * inch-long paper clips—about 20 for each small group * computer to display Google maps (Note: prior to the session, type in the school address and the location of a well-known human characteristic, such as the public library or skate park, into the Google maps directions feature) * Handout 16-A—1 copy for each small group ***(Note: Print this handout front/back and then cut out the question cards. This requires preparation prior to the session).*** * sticky notes—about 5 for each small group | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **direction:** where a place is located, often compared to where another place is: directional words include above, below, left, right  **caption:** words, phrases, or sentences that are separate from the running text and accompany a photograph or illustration; child-friendly definition: words that are in or near a picture that give information about that picture  **cardinal directions:** North, South, East, West  **distance:** how far apart places are  **human characteristic:** parts of a place that were made or created by humans  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **natural characteristic:** parts of a place that are not made by humans such as bodies of water and landforms  **route:** the path that people take to go from one place to another  **scale:** a line on a mapthat stands for a longer distance; helps you measure how far away something is  **symbols:** images that stand for a place or a human or natural characteristics; they are on the maps themselves and in the key/legend of a map  **transportation:** ways of moving people or goods from place to place |  | Whole Group Instruction and Discussion |
|  | 1. Brainstorm *map* characteristics and review *distance*: Brainstorm with students some characteristics of *maps* (e.g., *symbols*, *key/legend, human and natural characteristics*). Encourage them to refer to the maps they created in their *brochures*. Remind students that people use maps to figure out where places are located, as well as how far apart places are, which is called *distance*. 2. Review previous work and *scales*: Remind students of their work in session 15 finding the *distance* between two *natural characteristics* and two *human characteristics* using paperclips and a ruler. Review that *scales* are included on *maps* to accurately show the distance between locations on a map; understanding the scale on a map lets readers know how far apart two places are in “real life”. 3. Introduce *routes* and review *directions*: Explain that another thing *maps* sometimes show are *routes*, the paths that people take to go from one place to another. Tell students there are many different routes people can take. Using the Google maps site, show students how this digital map can show people multiple routes they can take to get from the school to another location. (If you move the mouse over different roads, it will change the route.) Point out the directions North, South, East, and West when relevant. Have students repeat the word *route* with you. 4. Introduce *transportation*: Explain that the *route* people choose to take to get from one place to another is sometimes different depending on the type of *transportation* they take. Explain that transportation means the way people or goods move from one place to another, such as on a bus, a bike, a boat, or walking. Use the bus, bike, and walking tabs to show different routes between your chosen locations on the Google map. Note how the time it takes to go the distance between these locations varies depending on the type of transportation one takes. 5. Read book and discuss with students while figuring out *distance*: Tell students that you have a book about *routes* on *maps*, *distance*, and *transportation*. Read the book *Get Around* to the class. Stop after reading page 2 to discuss the problem with students: the boy wants to travel from his home to the boardwalk, but it is too far to walk or ride his bike. Have students help you find his home and the boardwalk on the map using the *key*. Talk about the direction the boy needs to go in to get from his home to the boardwalk. Point to the map scale and use paperclips or a ruler to figure out the distance between the house and boardwalk. Refer to the key when you do this. Note that the boy needs to find a different method of transportation and figure out which route is the shortest (and thus will get him to the boardwalk fastest). 6. Read text and highlight *routes*: As you continue through the text, highlight the various *routes* on the *map* as well as the *symbols* referred to in the book (e.g., airport). Ask students what the symbols represent and why the boy would/wouldn’t want to take that route. On the final page, discuss how this fun way to “get around” isn’t really a route; note that the phrase “get around” doesn’t usually mean to go around in circle, but means moving from one place to another.      1. Relate book to previous work: Tell students that you wish this book told the distance of each *route* from the house to the boardwalk using the different types of *transportation*. Note that you think this would make the book better. Say, “Do you think we could work together and make this book better by figuring out the *distance* for these routes?” Relate this to the work that students did in session 14. 2. Model how to improve text and explain *captions*. Model how to improve the text by turning to page 2, briefly re-measuring the walking *distance* between the two points, and adding a *caption* to the page on a sticky note (e.g., “It is X miles to walk”). Remind students that captions are words that are in or near a picture that give information about that picture. Explain that students will now work in groups to make the book, *Get Around,* even better by adding captions on sticky notes to each page with the distance. Remind students to use the map *key* to help them as well as your model. You may want to post the sticky note you just created on a projector for students to use as a model in group work. Pass out about 5 sticky notes to each group.   ***Using Text Features as an Author***  *CCSS RI.2.5 states that students should “Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.” Having students improve a published text by adding helpful text features is one way to support them toward being able to include such features in their own writing.*  *To* |

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| Guided Small Group or Individual Instruction |
| 1. Support student work in book: Students work in small groups to measure the *routes* for the taxi/bus, ferry, airplane, and train. Note: on page 5, there is not a route to the airport indicated. As needed, help students create the route following the streets. Each student in a group should have the chance to write the *distance* as a caption on a sticky note and add it to their group’s book (e.g., “It is X miles to take a bus”). |

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| Whole Group Review and Reflection |
| 1. Share student work: Have a few volunteers or students you choose share the *distances* for each different *route* and method of *transportation* in the book, *Get Around.* 2. Review the purpose of routes: Review with students why *routes* are used on *maps,* as well as various methods used to transport goods and people. 3. Brainstorm ways information is shared: Explain to students that just as we move people and things, we also sometimes move ideas. As an example, ask students how a well-known business in the *community* would let people know they were having a big sale. With students, brainstorm some ways that businesses or places in their community might share information and ideas with people, such as ads or articles in newspapers, via the Internet, in a commercial on TV, or through a *brochure*. End by reminding students that they’ll be sharing ideas about the fun things to do in their community by making their brochure.   Note: Handout 16-A is a game students can play during indoor recess or other parts of the day through the remainder of the unit. This game reinforces concepts taught in this session. To play, copy the handout front-back and cut out the cards. Questions should be on one side and answers on the back. Taking turns, students choose a card and attempt to answer the  question on the card. If they answer correctly, they keep the card. If not, they discard it. The person with the most cards at the end wins the game. |

Handout 16-A (2 pages)

Question Cards

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| What is very cold, has lots of wheels, and can bring ice cream to the grocery store? | What has a big paddle wheel and can take people and cars across a big river? | What is very long, moves on a track, and can carry people to new cities quickly? | What has four small wheels, a board you stand on, and can move a person around the neighborhood? |
| What can farmers use to move their cows so they can sell them at the fair? | What is big, can have lots of wheels, and can carry tomatoes from the farm to the grocery store? | What floats in the water and helps people bring fish from the lake to the shore? | What is blue or white, has no doors, and is used to deliver mail to people’s homes and to businesses? |
| What has lots of windows and seats, is yellow, and can take children to school? | What flies in the air and can carry people to far away places? | What moves underground, goes very fast, and can move people in big cities? | What has two wheels, pedals you push with your feet, and helps people go places faster than they can walk? |

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| A skateboard! | A train! | A ferry! | A refrigerator truck  (or an ice cream truck)! |
| A mail truck! | A fishing boat! | A truck! | A trailer! |
| A bicycle! | A subway! | An airplane! | A school bus! |

**Session 17**

**How is Our Community Similar to and Different from Another Community?**

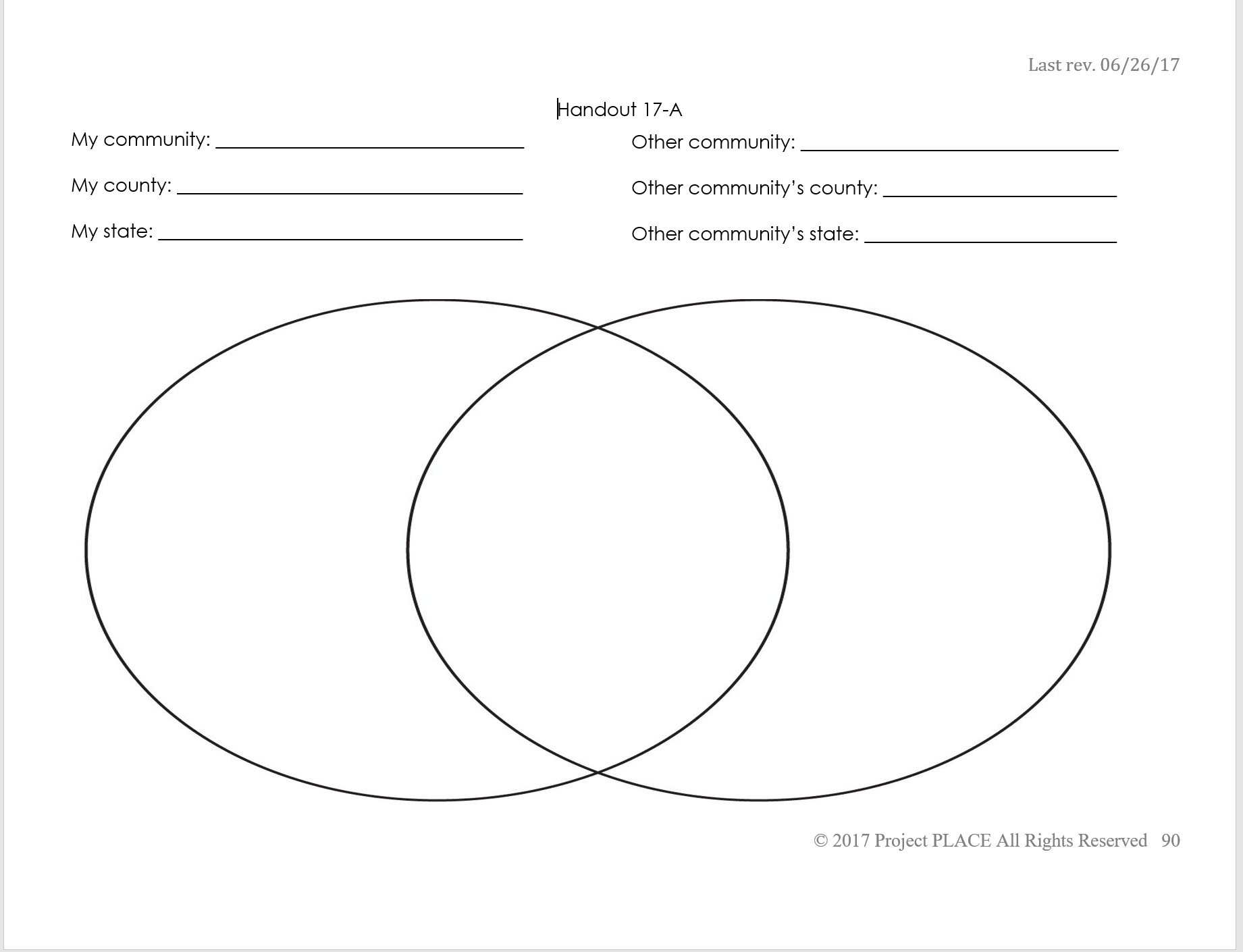
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| * **Session Objectives:** (1) Compare and contrast the human (cultural) and natural (physical) characteristics of two communities; (2) Explain how a community is located inside a county inside a state; (3) Recognize diverse aspects of their community. * **GLCEs**: 2-G2.0.1: Compare the physical and human characteristics of the local community with those of another community; 2 – G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state); 2-G4.0.3: Use components of culture (e.g., experiences, foods, language, religion, traditions) to describe diversity in the local community for the celebration; all unit GLCEs * **C3**: D2.Geo.8.K-2: Compare how people in different types of communities use local and distant environments to meet their daily needs; D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places. * **CCSS:** RI.2.9Compare and contrast the most important points presented by two texts on the same topic. | | |
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| **Materials**   * brochures from a community in another state with different natural and human characteristics from yours (hereafter referred to as “the other community”) (we suggest you contact that community’s chamber of commerce or visitors bureau in order to get the brochures)—one per small group * students’ brochures and maps * wall map of the United States, or a map of the United States projected on a screen: <http://2.bp.blogspot.com/-ghsONbpA4Ko/TeLExemkvEI/AAAAAAAAAs8/aTio3rH0NsQ/s1600/usa-map.gif> * state map of the state in which the other community is located projected on a screen * county map of your community on display * pictures of natural and human characteristics of the other community (these can be located using a websearch) * chart paper/whiteboard * Handout 17-A—one per group   Please note: If you haven’t, now would be a good time to touch base with the person or group you identified in Session 1 that interacts with people considering visiting or moving to a community (e.g., the community’s visitors bureau, real estate agents, representatives from local chamber of commerce). You should re-invite him/her/them to the celebration in Session 20. | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **county:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)  **diversity:** difference among people, often about their experiences, the languages they speak, their religious beliefs, the foods they eat, and the traditions/holidays they celebrate  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **state:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States |  | Whole Group Instruction and Discussion |
|  | 1. Review project: Ask students to recall what they have been writing about in their *brochures.* Remind students that they are focusing on the *human* and *natural characteristics* of their *community* for their brochure, so that visitors or people considering moving to their community would be convinced that there the community has great human and natural characteristics. 2. Review characteristics on *map* and introduce *diversity*: Review some of the *natural* and *human characteristics* the students have on their *maps*. Help them understand that their *community* is diverse because (as applicable) of the different kinds of people who live there, the different experiences people have had, the different religions practiced there, the different holidays people celebrate, the different kinds of restaurants there, the different languages spoken there, and so on. Remind students that another word for difference is *diversity*, and that diversity makes places interesting and helps people learn new things. Then, tell students that you thought they might be interested in *brochures* from a different community. 3. Share *brochure* from the other *community* and ask students to identify community on a *map*: Ask the class if they think that all *brochures* from across the United States would look the same as theirs. Show students the brochure for the other community. Explain what county and state the community is in. Show the state on a U.S. wall *map* or on a map projected from a computer, and then show the community on a state map. Ask children the name of their own community, their county, and their state, and have a volunteer point out their *community* on the map. 4. View images: Show web links of pictures of the other community that show both how the community is different from and similar to yours. 5. Reflect on similarities and differences between their own *community* and the other community: Ask students to look at the *brochure* and think about the pictures and think how this *community* is similar or different from their own community. Allow the class to share differences and similarities they see. Say, “Even though this community is also a community in the United States, it has different *natural* and *human characteristics* than (your own community).” 6. Read the different *commmunity’s* *brochure*: Ask the students to listen as you read to them from the *brochure* about the other community. 7. Highlight similarities and differences between their own *community* and the other community: Point out the pictures of the natural characteristics that are different from those in your community after you read the paragraph. Explain to the students that these two *communities* (the other community and your own) seem to have both similarities and differences. 8. Introduce students to handout 16-A and Venn Diagram: Show the students Handout 16-A with the Venn Diagram. Explain to the students that they get to use their own *brochure* and other things they know about their community and the brochure from the other community and work with their groups to complete the Venn Diagram (if needed, explain what a Venn diagram is and model one similarity and one difference in the Venn Diagram). This will help them think more about what is special about their community. Tell the students that they should focus on the *natural* and *human characteristics* of each community. |

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| Guided Small Group or Individual Instruction |
| 1. Have students look for similarities and differences in pairs: Provide purposefully partnered (e.g., mixed reading-level) groups with the *brochure* from the other community and their own brochure. Using Handout 17-A, students look for *human* and *natural characteristics* that are the same and different between the two *communities*. One student should record their ideas.   ***Supporting Productive Partner Discussions***  *The purpose of this activity is to help students learn about differences between the two communities by examining these brochures and discussing with others the differences they notice.*  *To support students in having these kinds of productive discussions about the photos with their partners, model with a student what it sounds like to*   * *search for human and natural characteristics in the two brochures* * *discuss how these characteristics are similar or different* |

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| Whole Group Review and Reflection |
| 1. Have students complete Handout 17-A: Bring students together and display a blank Handout 17-A for all to see. Ask the students to share the *natural* and *human characteristics* of the *brochure* that were similar and different between the two *communities*. As they share, record their responses on the handout and have students note if they are human or natural. Label them with an H or N, respectively. 2. Make a class Venn Diagram: If time permits, complete a large Venn Diagram to display in the classroom based on the students’ ideas. |

Note: in the event that Handout 17-A is not displaying properly, please see the screen shot below for how it should be formatted.



Handout 17-A

My community: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My county: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

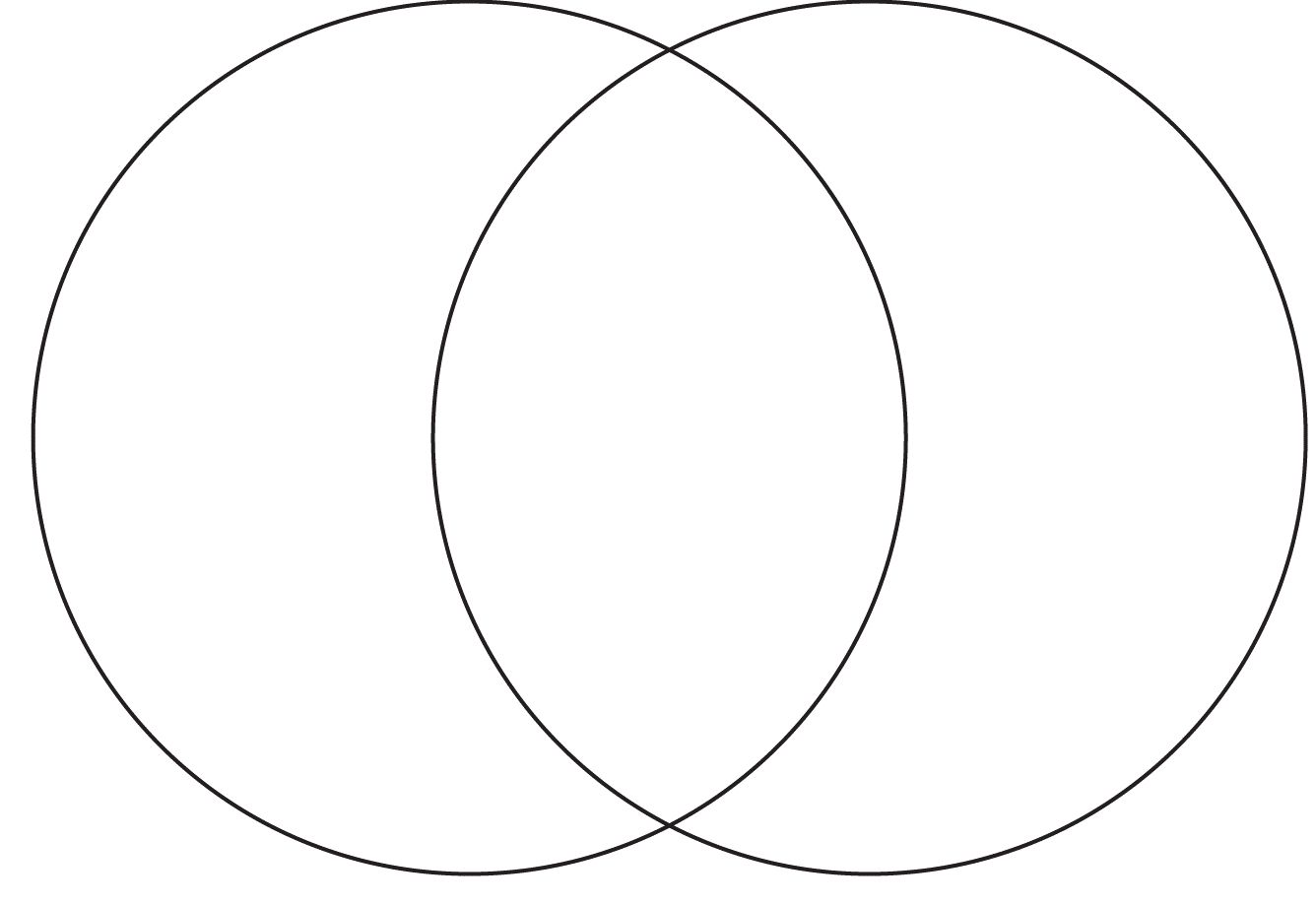
Other community: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other community’s county: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other community’s state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My county: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Session 18  
Writing Brochure Introductions**

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| * **Session Objectives:** (1) Write introductions to students’ brochures. * **CCSS:** WRT.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section; WRT.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; WRT.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * students’ brochures with written feedback on students’ writing about the second natural characteristic (or other writing not yet reviewed): In pencil, write in spellings and punctuation to be corrected. Use sticky notes for more substantive feedback. ***Please note: This will require preparation.*** * large chart paper or projector for modeled writing * pencil—1 per student * lined writing paper for student writing | | |

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| **Key Terms**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **county:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **state:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States |  | Whole Group Instruction and Discussion |
| 1. Review project and explain introduction: Hold up a sample *brochure* and remind students the purpose of the project. Remind students that these brochures should convince visitors why this *community* is a great place to visit. Explain that today students will write an introduction on the inside cover of their brochure to capture visitors’ attention and make them want to read more. This introduction will have three parts. 2. Brainstorm with students to complete a sentence form: (Part 1) Show students a large chart paper. At the top, write “Exciting opening for introduction”. Then write the following sentence frame: “Do you want to visit a place with \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_? Then you should visit [your community] because it has great natural and human characteristics!” Orally brainstorm with students examples of introductions that follow this and similar models, utilize the *natural* and *human characteristics* they have studied, and will make people want to visit. For example, if many students included a local waterpark and soccer park in their *brochures*, you might share, “Do you want to visit a place where you can go to a beautiful lake and a huge waterpark? Then you should visit [name of community] because it has great natural and human characteristics!” Encourage students to think of their own examples to share. 3. Have students complete location information in a sentence form: (Part 2) Explain to students that an introduction should also let readers know where their *community* is located, one of the first things people would need to know if they might be visiting or considering a move. In students’ own brochures, they will need to tell readers the name of their community, what county it is in, and what state it is in. Show the state *map*, and have students point out the location of your community and *county*. Then, on chart paper, write the name of the community, county, and *state* in the following format: “[Name of community] is in [name of county]. [Name of community] is in the State of \_\_\_\_\_\_\_\_\_\_.” Also have students repeat this information orally. 4. Compose a concluding statement for the introduction as a class: (Part 3) Together with students, compose a concluding statement for the introduction that tells readers what they will learn if they read on in the *brochures*. Write this example at the bottom of your chart under the heading “Good ending for the introduction.” Examples include: “Do you want to learn more about the great natural and human characteristics in [name of community]? Then you should take a look at this brochure!” or “Do you want to find out about the cool natural and human characteristics in [name of community]? Read this brochure to learn more!” Students can copy one of the endings for their brochure or develop their own. 5. Explain teacher feedback: Explain that finish their draft of they introduction, they will then write a version of natural characteristic #2, revised based on teacher feedback, directly into their *brochure*. Explain that you will circulate to provide feedback on their introductions as well. They shouldn’t revised and write their introduction directly into the brochure until you have provided feedback. |

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| Guided Small Group or Individual Instruction |
| 1. Support student work on introduction: Have students work independently on the three parts of their introduction on lined writing paper or a screen. Remind them to refer to your examples on the chart paper. 2. Support student work on revisions to natural characteristic #2: When students finish, they should write a version of natural characteristic #2, revised based on teacher feedback, directly into their *brochure*. 3. Provide feedback on students’ introductions: To the extent possible (this may have to continue another time depending on class size), circulate and provide feedback on students’ introductions as you did on their drafts of sections on human and natural characteristics. Only once you provide feedback as needed, students should copy their introductions onto the inside cover of their brochure. |

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| Whole Group Review and Reflection |
| 1. Share student work: Share some of the introductions students wrote with the entire class, emphasizing the need for these introductions to make people want to read the brochure and visit or move to the local community. Remark on how pleased people considering visiting or moving to this community, and the person or group you have chosen to reach them (e.g., a real estate agent), will be when they see the final *brochures*. |

**Session 19**

**Brochure Cover and Conclusion**

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| * **Session Objectives:** (1) Write a short conclusion; (2) Finish the cover for the brochure; (3) Address any remaining feedback or edits * **CCSS:** RI.2.1: Write persuasive texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section; WRT.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing; RI.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic and produce a report; record science observations). | | |
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| **Materials**   * students’ brochures with written feedback on students’ writing about the introduction (or any other writing not yet reviewed): In pencil, write in spellings and punctuation to be corrected. Use sticky notes for more substantive feedback. ***Please note: This will require preparation.*** * brochures from different cities * chart paper/whiteboard * a printed photo for each student of one of the human characteristics he or she wrote about to include on the cover of the brochure (if class time permits, students might locate these themselves; if this is not possible, and you cannot provide printed photos, students can draw a picture, but that will be less authentic) | | |

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| **Key Terms**  **author:** writer of a book, article or report  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **map:** a special kind of drawing that shows the parts of a place from a bird’s eye view  **state:** a geographic area that has its own government and that is made up of many cities and communities; there are 50 states in the United States |  | Whole Group Instruction and Discussion |
|  | 1. Review parts of the *brochure*: Ask students to recall that during the last session they wrote an introduction for their *brochure* on the inside cover. Review the parts of their brochure: the inside cover has the introduction telling people that [your community] is a great place to visit. Then there is a *map* and descriptions of great *human* and *natural characteristics* on the map that explain why [your community] is a great place. 2. Introduce the cover and conclusion: Tell the students that there are two last items that would make the *brochure* complete: creating the cover for the brochure and making a conclusion page. 3. Look at sample covers and discuss making a cover: Show students the covers of *brochures* they have looked at over the course of the unit/project. Talk about what makes a good cover, including a title with the name of the place and a picture that makes someone want to go there. Tell students that they will get to make a title for their brochure and paste on a photo you have printed for them of one of the *human characteristics* in their brochure (or alternative as discussed in **Materials** above). 4. Discuss making a conclusion: Explain to them they will also make a conclusion page today. The conclusion page at the end of their *brochures* will be a way for them to make one last remark to convince people to visit their *community*. Tell the students that you will show them how to write this conclusion by writing one yourself. Tell the students that they will be writing this piece only once and need to do their best work the first time. 5. Model conclusions: Model writing this on chart paper or the white board. Sample teacher writings may include:  * As you can see, there are lots of reasons to visit XXX! * Don’t miss out on all the great thing to do in XXX. Visit soon!  1. Give students directions for individual work: Tell the students that they are going to do four things: (1) Write a title and paste on a photo for the cover of their *brochure*. (2) Write the conclusion at the end of their brochure. (3) Write a version of the introduction, revised based on teacher feedback, directly into their *brochure* (if they haven’t already). (4) Write directly into their *brochure* any other sections they have revised based on teacher feedback but have not yet written into the brochure (for students who were absent earlier in the unit or for some other reason are behind in the project). |
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| Guided Small Group or Individual Instruction |
| 1. Support student work on conclusion, the cover, and any other parts of their brochures: Students will write their conclusion, make their cover, and make any necessary revisions to their introductions and any other parts of the *brochure*, writing the revised versions directly into their brochure.   ***Writing for an Audience***  *One of the features of our version of project-based learning is that students write for authentic purposes and audiences, which can motivate them to do their best work. As students work on their brrochures in this session, make sure to remind them of their purpose and audience.* |

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| Whole Group Review and Reflection |
| 1. Ask students to share their *brochure* with a classmate sitting near them. 2. Congratulate students on a job well done! |

**Session 20**

**Celebrating the Diversity of our Local Community**

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| * **Session Objectives:** (1) Celebrate the diversity of the local community by enjoying foods from local restaurants/grocery stores; (2) Review unit content * **GLCEs**: 2-G4.0.3: Use components of culture (e.g., experiences, foods, language, religion, traditions) to describe diversity in the local community for the celebration; all unit GLCEs * **C3**: D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places.   . | | |
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| **Preparation:** Remind the person or group you identified in Session 1 (that interacts with people considering visiting or moving to a community) and re-contacted around Session 16 about attending today’s celebration. Ask him or her to plan to talk about how convincing the brochures will be to visitors or people considering moving to the community. Also consider inviting family members and/or school community members to this session, which is a celebratory culmination of the unit/project.  Bring and prepare party supplies and a variety of diverse foods from a few local restaurants/grocery stores, in whatever arrangement you like (e.g., centers, buffet). Please note that this celebration could be on a small scale and simply feature food items from a few local restaurants/grocery stores. | | |
| **Materials**   * students’ brochures * variety of diverse foods from local restaurants/grocery stores (to the extent possible in your particular community) (provided by you, the students and their families, and/or the school) * party supplies (serving trays, plates, napkins, drinks, cups, etc.) * optional: computer projecting Google Maps Street Views of local community restaurants/grocery stores | | |

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| **Key Concepts:**  **brochure:** a folded piece of paper, or set of pieces of paper, that are usually meant to tell about or sell something; they often include pictures  **community:** an area such as a city or town  **county:** an area that is larger than a city and community but smaller than a state and provides services to residents; states are divided into counties (e.g., there are 83 counties in Michigan)  **diversity:** difference among people, often about their experiences, the languages they speak, their religious beliefs, the foods they eat, and the traditions/holidays they celebrate  **key/legend:** a box next to the map that has a description of the symbols, colors, or shadings used on the map  shadings  **symbol:** animage that stands for a place or a human or natural characteristic; it is on the map and in the key/legend of the map  **scale:** a line on a mapthat stands for a longer distance; helps you measure how far away something is |  | Whole Group Instruction and Discussion |
|  | 1. Introduce guest: Begin by introducing the guest and asking him or her to talk about how useful the *brochures* will be to visitors to the community or people considering moving to the area (if there is no guest, you can talk about the usefulness of the brochures yourself). 2. Have students share *brochures* and discuss: Have volunteers come to the front of the class and share one or two characteristics from their *brochures*. As students share, ask **some** of the following questions, where appropriate and relevant (**please note:** do not feel you have to cover all the questions). You may ask the questions or, if you have guest(s), you may suggest the guest(s) ask questions. If you have guest(s), invite him/her/them to ask additional questions.  * Which characteristics in your brochure are *human*? Which are *natural*? * Why does your brochure map have a *key/legend*? * Why does your brochure map and map key/legend have *symbols*? * Why does your brochure map have *scales*? * How is your *community* different from other communities in the United States? * In what ways is the land used in your community? (e.g., where people live, where services are provided) * What have you learned from making this brochure about how can humans both positive and negatively affect the natural environment? * What does your brochure say about the *county* and state where your community is located?  1. Discuss restaurants and grocery stores: Ask students whether restaurants and grocery stores are a *natural* or *human characteristic*. After establishing that they are human characteristics, state that your *community* has a variety of restaurants and grocery stores (if applicable), and that students will get to enjoy a sampling of foods from them. If time permits, show students where each restaurant/grocery store is located using Google Maps Street Views. 2. Introduce foods and emphasize *diversity*: Introduce each item that is from a local restaurant/grocery store. Emphasize the *diversity* of the foods, where relevant. Invite children to try the foods and to enjoy their celebration. 3. Conclude the celebration: After the celebration, conclude by collecting the *brochures* and handing them over to the guest(s). Highlight the contribution students have made to their *community* with their brochures. State that they should be proud of the interesting, important, and diverse human and natural characteristics in their local community. |